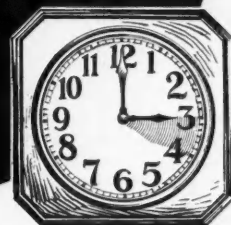


DESKS THAT INSURE *Last Hour* *Comfort*



NATIONAL Seats of Comfort with the Famous **MOESER EXTENDED ARM**

are shaped to conform hygienically to the human figure—they encourage correct posture—insure greatest comfort—less fatigue—less eye strain—better grades in last hour classes and less worry and nerve strain on the teacher.

In National Desks equipped with the Moeser Extended Arm, pupils sit squarely in their seats, the back is supported when writing, working space is doubled, the arm is rested on the Moeser Extended Arm while writing. This eliminates facing the light and uncomfortable positions that bring on last hour uneasiness. Better grades and better penmanship result.

This 10 Point Test Leads to NATIONAL

- | | |
|----------------|----------------------|
| 1. Health | 6. Compactness |
| 2. Comfort | 7. Lasting Finish |
| 3. Convenience | 8. Harmonious Design |
| 4. Strength | 9. Simplicity |
| 5. Durability | 10. Sanitation |

Years of collaborating with America's leading educators, together with our own exhaustive research and experiments, have resulted in equipment noticeably superior from the viewpoint of these 10 Major Tests for All School Seating.

Write for New NATIONAL CATALOG

If you are a buyer of School Equipment you will want our latest catalog on School Desks. All types of school chairs and teachers' and office desks. We will send our catalog free and prepaid on request.

THE NATIONAL SCHOOL EQUIPMENT CO.

Manufacturers of Complete School Equipment
PORT WASHINGTON, WIS.



No. 101. Combination Desk with Moeser Arm Top. Standards finished in durable, baked enamel; woods, in National process finish, both in a soft brown color.



No. 31. New National Chair-Desk. Equipped with the Moeser Extended Arm.



NATIONAL School DESKS

"Famous for Comfort"

A Scientific Handwriting Scale

*Developed after two years
of intensive research by
an educational authority*

The American Handwriting Scale has been praised most enthusiastically by those who have seen it in process of preparation. Some of the characteristics which make this Scale unique are:

1. The Scale is really a group of seven scales, one for each grade from II through VIII. This makes it possible to evaluate the handwriting of a pupil in any grade in terms of the type of work done by pupils of his own grade. Further, by reference to the scales in grades above or below, a measure may be made of the child's advancement or retardation in terms of school years.
2. The samples used in the Scale are actual samples of child writing, without retracing or altering in any way.
3. The quality norms are well standardized on the basis of the judgments of several hundred teachers, supervisors and experts for each grade.
4. Full directions for administering tests, scoring papers, and interpreting results, with suggestions for individual, class, school and school-system diagnosis and survey are given in a twenty-page manual accompanying each Scale. Moreover, a complete "record blank" is also included.

A single Scale, complete with manual and record blank, will be sent postpaid for 50 cents. Quantity prices given on application.

The A. N. Palmer Company

55 Fifth Avenue
New York, N. Y.

2128 Calumet Avenue
Chicago, Ill.

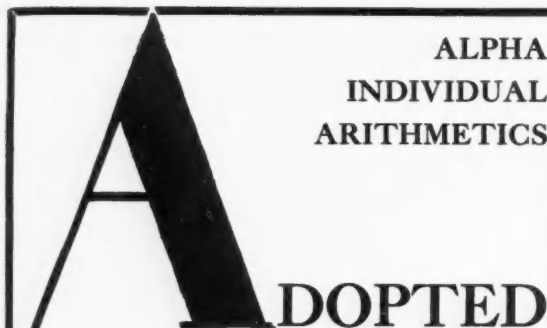
Palmer Bldg,
Cedar Rapids, Iowa

Terminal Sales Bldg.
Portland, Ore.

Preparation of the Scale

Under the leadership of Paul V. West, Ph. D., School of Education, New York University, the work on a scientific Handwriting Scale was begun early in 1928. It involved extensive research on vocabulary and word lists and the careful preparation of test material as well as the collection of thousands of actual specimens from all over the United States. The selection and grading of the specimens was performed by Dr. West and a corps of assistants with the cooperation of over 900 teachers and supervisors of penmanship.

ALPHA INDIVIDUAL ARITHMETICS



ADOPTED

by the Archdiocese of Cincinnati for use in all the parochial schools of that Archdiocese. The Alpha Individual Arithmetics, by the Supervisory Staff of the Summit Experimental School, contain the latest developments in the science of arithmetic, and are the result of research and tests carefully conducted among thousands of children. For information and prices write to 2301 Prairie Avenue, Chicago.

GINN
AND
COM-
PANY

The McCall Speller

By Wm. A. McCall, Ph.D., and J. David Houser, A.M.

*THE SPELLER WITH A SCORE CARD
FOR EACH OF GRADES TWO-EIGHT*

7 Distinctive Features

Aids to Spelling
Rules for Spelling
Study Exercises
Dictation Reviews

A Plan for Re-Teaching Difficult Words
Practice in the Use of the Dictionary
A Score Card—The Pupil's Individual Record

Spelling Made Interesting

"I like The McCALL SPELLER very much. It is well graded; the word list was chosen with great care, while the Score Card helps to make Spelling a most interesting study."—Sister M. Camilla, Madison, Minn.

Write for Further Information

LAIDLAW BROTHERS
Educational Department

2001 Calumet Ave.
Chicago

36 West 24th St.
New York

A New Series Built on a Firm Foundation

PEARSON AND KIRCHWEY'S

New Essentials of English

Lower Grades, 276 pages, Price \$0.72

Middle Grades, 321 pages, Price \$0.80

Higher Grades, 528 pages, Price \$0.96

Each of these books presents work for two years. Throughout, practice in effective and correct oral and written expression is the keynote. Special provision is made for individual differences by offering a great variety of exercises. Language errors are treated scientifically. To increase the pupil's vocabulary a great many exercises are provided on word study, synonyms and variety of expression. Systematic and continuous drill is furnished in numerous reviews and tests. The projects are definite and involve interesting familiar material.

The authors are: HENRY CARR PEARSON, formerly Principal of Horace Mann School, Teachers College, Columbia University, and MARY FREDERICKA KIRCHWEY, Instructor in Horace Mann School, Teachers College, Columbia University

AMERICAN BOOK COMPANY

330 EAST 22nd STREET
New York

Cincinnati

Chicago

Boston

CHICAGO, ILLINOIS
Atlanta

Nature Study- Health Education

*Texts and workbooks for
the elementary school in-
cluding the Junior High*

By Alice Jean Patterson

THE IMPORTANCE OF NATURE STUDY as an integral part of the school curriculum cannot be questioned. People are in intimate contact with nature from the time they are born. Until one has an intimate knowledge and understanding of what is going on round about him, he is not entirely fitted for life. Certainly his education cannot be considered complete until he has an intelligent conception of many of the natural phenomena which he daily encounters.

A PAMPHLET GIVING PRICES and descriptions of the books in this series will be sent upon request. For information address

McKnight & McKnight, Publishers
Normal and Bloomington, Illinois

A SPECIAL CHARGE FOR "REPEATERS"?

Recently a prominent Superintendent advocated the plan of charging a fixed amount to all students who fail and repeat a course as a method of equalizing the extra cost placed on the school system.

AVOID much of this expense to your school this year by supplementing your present arithmetic text with the

Ruch — Knight — Studebaker

ARITHMETIC WORK-BOOKS

Now used in hundreds of schools to raise the average arithmetic standing of all pupils.

*Pupils' editions, 36c; Teachers' editions, 48c
Grades 3 to 8 inclusive*

Users of the STANDARD SERVICE ARITHMETICS do not need the Work-Books, for in these textbooks there is a similar maintenance program.

Sample pages and other detailed information gladly sent on request.

Scott, Foresman and Company

Catholic School Department

Chicago Atlanta Dallas New York

THE
FIRST
AND
BEST

The Young Catholic Messenger

Published—Weekly during the school year.

Purpose—General—Formation of wholesome reading habits.

Particular—To supply material for: Current Events and Civics Classes
Supplementary Reading
Silent Reading

Contents—3 pages News—[a] Secular

[b] Religious

2 pages—Educational Material—

[a] Current History

[b] Church History

[c] U. S. History

[d] Biography

[e] Travel

[f] Legends

[g] Explorations

[h] Invention

[i] Famous Persons

[j] Famous Places

[k] Mission Articles

[l] Editorials, Anecdotes

2 pages—Fiction

[a] Short Stories

[b] Serials

1 page—Miscellaneous

Illustrations—150 or more each year

Premiums—Each teacher who has 90% of the pupils in her class subscribe to the Young Catholic Messenger receives:

[a] One free FLEXIBLE BINDER

[b] One free WORLD MAP (in colors)

Each Club Director who does not have ninety per cent of her pupils as subscribers, but whose number is ten or more, will receive a YOUNG CATHOLIC MESSENGER Binder.

Premiums are sent on receipt of payment and for entire year subscriptions.

When remitting kindly advise us which premium or premiums to send.

Individual Subscription Price—\$1.00 per year—Canadian Postage 50c extra

Bulk Subscription Price—25c per semester, 20 issues—50c for the School Year, 40 issues—Canadian Postage 10c extra each yearly subscription

School Year Subscription—120 Pages of News

(50c each) 80 Pages of Educational Articles

80 Pages of Fiction

40 Pages of Miscellaneous Matter

150 or more Illustrations

Geo. A. Pflaum, Publisher

Dept. B

Dayton, Ohio

CATHOLIC
SCHOOL
PAPER

Unification of Catechetical Teaching

Christian Brothers' SERIES OF CATECHISMS Revised in Accordance with the CODE OF 1918



It is the Only Series beginning with the Kindergarten and ending with the Seminary course with

Uniform Questions and Answers

throughout the Different Grades, and conforming to the Decrees of the Third Plenary Council of Baltimore and the Code of 1918.

JOHN JOSEPH McVEY, Publisher
1229 Arch Street, Philadelphia, Pa.

Woodward & Tiernan Printing Co., St. Louis, Mo.
(Western and Southern Agents)

J. B. Lippincott Company

Publishers of the

Horn-Ashbaugh Spellers

Leaders in

Home Economics Texts

Send for Catalog to

J. B. Lippincott Company

2244 Calumet Avenue
Chicago, Illinois

Chicago - London - Philadelphia

How are you teaching the Mass?

The Mass is the center of Catholic life and the focal point of religious instruction. Your books for teaching this important subject should be the best available. Here are some Macmillan publications on the Mass—each the outstanding book of its kind.

The Small Missal

The Missal is the foundation of any adequate study of the Mass. The *Small Missal* contains the Ordinary of the Mass in English and in Latin and the Proper of the Mass in English for every Sunday and all the important feasts of the year. It contains the Mass for the new feasts, such as the Kingship of Christ and the Little Flower. It is the only inexpensive Missal which contains the complete office of Holy Week. Beautifully printed on fine opaque paper and bound in black cloth, it has the dignity of appearance suitable to a prayer book, while its low price permits a copy to be placed in every pupil's hands for use as a textbook.

List price, \$.68.

The Mass

BY REVEREND JOSEPH A. DUNNEE

This outstanding textbook is a complete descriptive, historical, and devotional study of the Mass. It gives detailed information about every part of the Mass, explains each prayer and ceremony, and points out the use and meaning of each sacred vessel and vestment, thus enabling the child to assist intelligently and devoutly at the Holy Sacrifice.

List price, \$1.80.

The Mind of the Missal

BY REVEREND C. C. MARTINDALE, S.J.

A running commentary on the text of the Missal which explains why the Missal exists in the shape it does and interprets its contents. Its ambition is to reach the Mass through the Missal. A historical and liturgical discussion of the Ordinary of the Mass is followed by an analysis of the most important Masses of the Church year with reflections upon each.

List price, \$2.50.

My Mass Book

BY THE SISTERS, SERVANTS OF THE IMMACULATE HEART OF MARY

A pictorial prayer book for children in grades 1, 2, and 3. The Mass prayers are based upon the Missal. The spirit and, to a large extent, the wording of the liturgy have been kept, yet the vocabulary lies within the reading ability of young children. Each step in the Mass is illustrated by a colored photograph liturgically correct in every detail, and devotional pictures, all in colors, appear at frequent intervals in the text. It is durably and handsomely bound in blue fabrikoid.

List price, \$.88.

Atlanta

Boston

Chicago

Dallas

San Francisco

The Macmillan Company

60 Fifth Avenue

New York

Helps for the English Course

Handy Book of English Composition

By Ruth M. Whitfield

A practical reference book and a stimulant to the study of English, stressing the points to be observed to achieve clear, correct, and effective writing. Especially designed for high school use.

Silent Reading Devices

By Dorothy Danforth

A loose-leaf pad of short selections of prose and poetry, each followed by a brief exercise, to test and train speed and comprehension in reading. A teacher's *Manual and Key* will be supplied upon request.

HENRY HOLT AND COMPANY, Inc.

1 Park Ave.
New York

6 Park St.
Boston

2626 Prairie Ave.
Chicago

149 New Montgomery St.
San Francisco



George Hossfield
the new
WORLD'S
CHAMPION

Other Championships
at the 1929 International
Typewriting Contest
Won on the Underwood

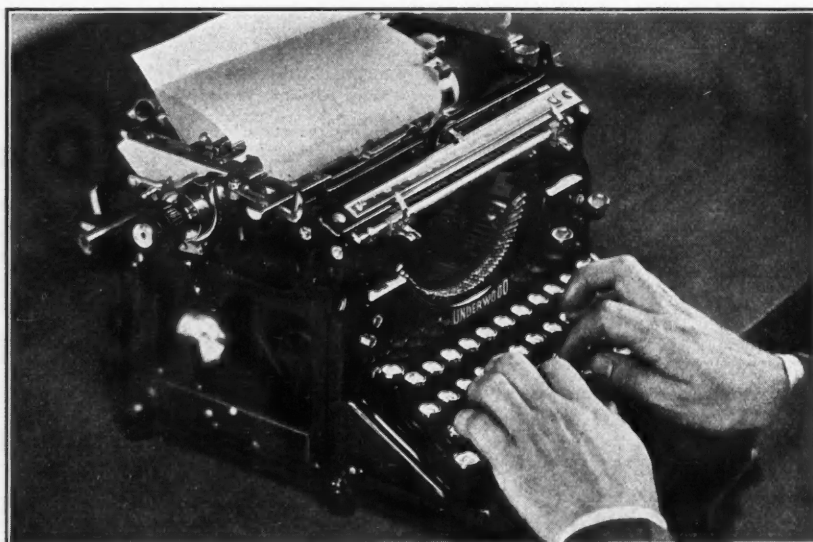
The World's Amateur
Typewriting Championship
won by Chester Soucek (Penn.)
at the rate of 118 words per minute

The World's School Novice
Typewriting Championship
won by Florence Bell (Ont., Can.)
at the rate of 91 words per minute

The American School Novice
Typewriting Championship
won by Belva Kibler (Ariz.)
at the rate of 88 words per minute

A complete copy of the official records
will be sent upon request.

For the 24th consecutive time
THE WORLD'S
TYPEWRITING CHAMPIONSHIP
has been won on the
UNDERWOOD



These are the fastest fingers in the world!

They are the miraculously nimble fingers of Mr. George Hossfield, World's Champion Typist, who has staged a remarkable comeback. Saturday, Sept. 28, at Massey Hall, Toronto, he typed for one solid hour at the astounding rate of 135 net words per minute—more than 11 strokes per second!

No other fingers achieved such lightning-swiftness combined with such bull's-eye accuracy.

It is natural that the new champion's fingers—and the fingers of every other World's Typewriting

Champion—have leapt into fame from the keys of the Underwood. No other typewriter can match its records for speed and accuracy.

Year after year, in contest after contest, it has been put to the most grueling tests imaginable by the fastest typists known—and the Underwood has never failed them.

UNDERWOOD
TYPEWRITER COMPANY

Division of Underwood Elliott Fisher Company

342 Madison Avenue, New York, N. Y.

"Underwood, Elliott-Fisher, Sundstrand—Speed the World's Business"

UNDERWOOD

THE MACHINE OF CHAMPIONS

The CATHOLIC SCHOOL JOURNAL

PUBLISHED MONTHLY BY
THE BRUCE PUBLISHING COMPANY

354-364 MILWAUKEE STREET

MILWAUKEE, WISCONSIN

WESTERN OFFICE: 66 E. SOUTH WATER ST. CHICAGO, ILL.
EASTERN OFFICE: 342 MADISON AVENUE, NEW YORK, N.Y.

VOL. 29, NO. 6

NOVEMBER, 1929

Table of Contents

Cover, Entrance to St. Mary's College High School, Berkeley, Calif.	
Child Training or Training Wild Animals?.....	301
Edward A. Fitzpatrick, Ph.D.	
Disillusion (Verse)	302
Blanche Thorne	
Art Illustrations for Religious Instruction.....	303
Brother Cornelius, F.S.C., M.A.	
The Ideal Religious Teacher.....	307
Sister M. Laetitia, O.M.	
The Eighth Commandment.....	309
Sister Mary Agnesine, S.S.N.D.	
The Nations' Consecration (Verse).....	315
Sister Mary of the Angels	
The Literary Presentation of Children.....	316
A Notable Boys High School.....	321
Editorials	328
The Elves and the Shoemaker.....	330
Kathryn Busch Heisenfelt	
The Milwaukee Religious Vacation Schools.....	333
Education Week, November 11-17.....	336
Planning A Course of Study in Home Economics.....	342
Responsive Reading for Armistice Sunday.....	344

Entered as second-class mail matter at Milwaukee, Wis., under Act of March 3, 1879, Copyright, 1929, by The Bruce Publishing Company.

Subscription Information—Subscription price, \$2.00 per year, payable in advance. Canadian and Mexican postage, 35 cents, foreign countries, 50 cents. Copies not over three months old, 25 cents; more than three months, 50 cents. Notices for discontinuance of subscription must reach Publication Office in Milwaukee, at least fifteen days before date of expiration. Changes of address should invariably include old as well as new address. Complaint of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.

Editorial Contributions—The Editors invite contributions on Education and on any subject related to the welfare of Catholic schools; e.g., methods of teaching, child study, curriculum making, school administration, school-building construction and upkeep. Manuscripts, illustrations, news items, etc., should be sent to the Publication Office in Milwaukee. Contributions are paid for at regular space rates.

Why Not Write Something?



Have you ever attended a meeting at which somebody was announced as the principal speaker, and where somebody else, who was not so slated, made the better speech? Have you ever experienced an instance where a modest, inconspicuous person, when called upon, surprised everybody by saying something quite worth-while? He had an idea, all his own, quite pertinent to the issue in hand, splendidly phrased and tersely expressed.

Well, in the field of school journalism we have had the same experience. Persons whom we least suspected of possessing any inclination to write, have produced most acceptable manuscripts. Someone had to make the suggestion first in order to secure action. And that is exactly what we are trying to do.

It is our purpose to discover in the Catholic school field those who are doing some real things. We invite manuscripts on courses of study, classroom methods, and the like—something from the purely professional all the way to the strictly executive. In the range of your experience and experimentation, your observation and outlook, your viewpoint and conclusions, there must be something that may prove of service to others. Regular articles should be kept within the compass of 1,600 words. Brevity is a literary virtue.

Then there are news items—perhaps many of them—concerning your parish school, improvements, innovations, and departures, that may prove of interest to Catholic schoolroom workers. Stop and think of all that happens about you, and write down that which, in your judgment, is news, good news, interesting news. Consult the news column of the CATHOLIC SCHOOL JOURNAL, and get the idea.

By bringing the best thoughts of many minds and the experience of many years to the JOURNAL, we shall be able to render a real service to the Catholic teaching profession. And that is our mission. Therefore, write something about your work in the schools—your observations, your suggestions, your ideas—something that may be of interest and value to classroom workers in other schools, other parishes, other communities. We shall welcome your efforts!

The Publisher

New in January...



**Already indispensable
in more than 100 schools.**

Orders for Lunt and Haley Units during October have been far ahead of our estimates. Order yours now to insure immediate shipment from our present stock.

Twenty-two individual, self-contained, demonstration units for general science are now ready. Each of these units provides **EVERYTHING** you need to perform from fifteen to twenty unusual experiments covering completely one major topic. The following units give you a wide latitude of choice and enable you to select just the equipment you need to perform all the demonstrations in your particular general science course:

- | | |
|---|--|
| 1. Air and Oxygen | 12. Temperature, Air Pressure, and Humidity |
| 2. Carbon Dioxide | 13. Winds and Weather Observation |
| 3. Breathing and Ventilation | 14. Food, Diet, and Digestion |
| 4. Fuel and Fire Kindling | 15. Leaves, Flowers, and Plant Study |
| 5. Draft Control and Combustion | 17. Yeast, Mold, and Bacteria |
| 6. Fire Prevention and Fire Extinguisher | 19. Constellation and Star Study |
| 7. Heat—Expansion and Conduction | 21. Magnets and Magnetism |
| 8. Convection and Radiation | 22. Electric Bells and Bell Wiring |
| 9. Hydrogen and Composition of Water | 23. Cells, Storage Battery, and Electroplating |
| 10. Ice, Steam, and Boiling Water | 24. Current Measurement and Control |
| 11. Density, Purification, and Water Supply | 25. Electric Motor and Power |



All of these schools using the Unit Plan are enthusiastic about it. It is our conviction that within a few years practically every Junior school in the country will organize its general science equipment on the unit plan. Let us assist you in selecting the units which will exactly fit your needs. Write for a complete list of the experiments and demonstrations provided for in each unit.

L. E. KNOTT APPARATUS COMPANY
Cambridge, Massachusetts

The LUNT & HALEY UNITS

The CATHOLIC SCHOOL JOURNAL

Vol. 29, No. 6

NOVEMBER, 1929

Subscription, \$2 the year

Children or Wild Animals?*

Edward A. Fitzpatrick

IN the education of our children are we using methods that are more appropriate for the training of animals? At least that idea has often suggested itself as an explanation of much of the ineffectiveness of our schoolwork.

Let us take a not unusual incident in the home. Robert, the ten-year-old of the family, is about to begin his arithmetic. He has fooled around until the last minute, and is now ready to begin. He goes to father: "Will you do the first example for me?" The father's answer will depend on whether he wants to help the child, or whether he wants as little interruption as possible. If he wants an easy way to peace he will do it promptly (if he can) and Bob is back at his table working out the others exactly as father worked out the first one. All that Bob wanted was the cues. He would jump through any mathematical circle with equal indifference, if he only knew which circle he was expected to jump through. Practically the only difference here in process is that the animal has only one thing he is expected to do without any suggested alternatives. In Bob's arithmetic he has four. He may add, subtract, multiply, or divide. And he is ready to do any one of them.

Bob has been studying fractions for some time. He has been taught painstakingly every step in the processes. A particular formula for explanation has been given to the pupil by the teacher, and a great deal of time and energy has been consumed in the analyses. Bob can solve the problems for the day almost instantaneously, but the linguistic formulas bother him. He sees no relation between them and his examples. He is always appealing to his parents to translate his solved problems into the linguistic formula. He does not know what it is all about. He has found "short cuts" in the methods of doing the

problem. But now, long after he needs them, he must jump through these linguistic formulas which he never understood. Or better, he must take his position on the pedestal prepared for him, in the same way and at the same time as he did yesterday and the day before yesterday.

Let us now go to his classroom. The teacher is very much disturbed. The class can repeat without error or hesitation the formula "to divide fractions, invert the divisor and proceed as in multiplication." For days they have drilled on the problems and have uniformly secured a high class average. All this is in preparation for the examination by the new principal, on Monday. The principal comes in—a very different kind of a person from the teacher and the old principal. He gives the necessary instruction himself, and examples of his own devising. The reports are returned to the teacher and her class has done poorly; over 20 per cent lower than her daily average.

What's the explanation? According to the students, it was: "Those weren't the kind of examples we have been having." In other words their cues were gone.

There were other factors, too; the directions the principal gave were different from those to which the pupils were accustomed, and that tended to confusion. The presence of the principal in the room, and more particularly his giving the examination himself undoubtedly added to the confusion and the absence of the usual cues. The teacher's formulation of the problem, or that in the pupil's textbook, contained in it cues which the youngsters had learned to interpret. The teacher's expression, the emphasis in her voice, were also sources of cues—and these were gone, and hence the youngsters' record!

Let these examples furnish at least an illustration, if not an indictment of some current methods of child training. We have built up elaborate techniques in

*Child Training for Catholic Education—No. 3.

which the essential element is association of ideas in a usual situation. It is the merest association by contiguity. It is training in tricks. It is this training by cues that prompts the question at the beginning of this editorial statement.

Bostock, in his interesting book describing his own methods of training wild animals, points out its fundamental character as training in association. It is, though, a "laborious and patient process, and it requires an intimate knowledge of animal nature to perfect it." "If an animal," says Bostock, "is sent to the right side on entering the arena the first day, he is sent to the right every day thereafter, and the direction in which he goes after leaving his pedestal, and before taking his place in the group, is always the same. Each animal, too, in a group has his own place and his own time for assuming the place; and should he once leave it, there would be danger to the whole performance. The trainer, too, even in walking about the arena, always walks in the same way, and gives his closest attention to the prevention of the happening of anything unusual.

"Performing animals particularly dislike a change in the stage setting, and it is absolutely necessary, whenever a new one is contemplated, to accustom them to it by the most gradual means."

But Bostock points out that though an animal is trained he is not tamed. "It is delusion to think that a wild animal is ever really 'tamed.' He acquires, through *passiveness* and *receptivity*, an amenity to man's control, and for the time being drops his ferocity." Is this not so with children? Are not the children merely amenable to teacher control—acquiescent? Though they are instructed, they are not educated; though they are trained in scholastic processes, their essential moral nature is not affected. Teaching tricks, tricks of scholastic processes, tricks of language, will be found at least among the fundamental causes of our failure.

We can learn something for methods of child training from these experiences of Bostock. If children had but the individual study by parents, if not by teachers, that these wild animals had from their trainers, how great would be the possibilities of education if it guided the educative process. While habituation is a proper method of organizing the mental life of the child in its early stages, and in elementary stages in new developments in adolescent and later life, there are dangers in it if it is the sole method, and if there is not a progressive rationalization of these habits.

If another fact were needed to stress this point, it is the fact of the hierarchy of habits. In range of life, habit may be for most of us nine-tenths of life, but in structure multiplicity of disparate habits may be a distinct loss leading to arrested development. Our mental life is not a number of distinct disparate habits. It is an organization of habits. It is an organization of habits on different levels. It is a hierarchy of habits. School studies can be conceived of as made up of

hierarchies of habits both physical and mental. The requirement that we should proceed, for example, in drawing and writing from the use of larger to more refined muscles is an indication of this in the field of physical habits.

In the mental field we know it is possible to keep a child on lower stages of habit formation with a great many props so that they seem almost incapable of higher processes, or of advance, except only with the greatest difficulty. A teacher can keep students counting with objects so long as to stand in the way of a student's use of abstract numbers, and such practice results in inhibitions, both in understanding and performing actual processes. Arrested development is a real possibility in training people too long on lower levels of habit training.

But the main fact to keep in mind is that the child has a self-active nature, is capable of self-direction, and must ultimately be taught self-control. He has an active soul with almost infinite possibilities. Passiveness and receptivity goes with trick training, and training by cues. Too prolonged training on a lower level leads to arrested development. Habit training must be progressive, dynamic, hierarchial.

The training of a child should never be conceived of in terms of training animals. We must keep in mind that we have an entirely different order of being. Whatever we learn from the training of animals is in method, not in the structure or content of habit—and that ordinarily only in the most rudimentary forms. The absurdities of behaviorism are due to this fundamental misconception. Starting with the study of animals, and collecting some useful information, behaviorism was the inevitable result of that egocentric thinking which is called rationalization. Intoxicated in what seemed to it, its own success, it presumed that its method was the only method of studying children. It forgot that what it has to explain is quite other than animal mechanism; that the child has consciousness, and that it has a mind. The great fact is: The child has a human soul.



DISILLUSION¹

I stood on the hilltop and gazed
On the valley's beauty below,
On the trees, homes, and streets;
And there I longed to go —
So I came from my lofty height —
To find all dross and commonplace.

I looked back to see
The hilltop touched with tiny clouds
And glowing, green-gold in the sun.
It was all enchanting now —
But I could not re-climb the heights.

—Blanche Thorne.

¹From *The Chrysalid*, a book published by the English department of Mt. Mercy Academy, Grand Rapids, Mich.

Art Illustration for Religious Instruction

Br. F. Cornelius, F.S.C., M.A.

XI. The Saints (II)

PROMINENT at the turning point from three centuries of persecution to the era of liberty for Christians, is St. Helena. Paolo Veronese has pictured her as dreaming of the cross of Jesus, (U.P.) C 352),¹ which later she actually discovered. The picture is rich in suggestion — the whole story of the struggle of rising Christianity from the order for the scourging of the Apostles to the Edict of Milan, can be woven around it. Significant, too, is the posture of the figure — it betrays the lack of propriety and reserve that characterized some of the works of Paolo Veronese, and also suggests the fact that Christian refinement was not all at once, but only gradually perfected in the new converts from paganism.

Two other saints of the transition from religious oppression to liberty are the famous hermits Paul and Anthony. Velasquez, in the last picture he painted, gives the story of how Anthony found Paul in his desert abode and how the raven flew down that day with a supply of bread double that which he had been bringing daily to Paul. The fine Seeman print of this picture can be obtained from Rudolph Lesch, 225 Fifth Ave., New York City, N. Y., for 35 cents. St. Anthony alone is represented with wanderer's staff and bell by Luini (U.P. C 46); this picture would help much to impress the idea of the sturdy Christianity of the Fathers of the Desert. Then, too, we have the curiously anachronous woodcut by Duerer showing St. Anthony (if Duerer really meant it to be he) at his devotions in the outskirts of a German walled town. (U.P. D 407); and also the apparition of the Most Blessed Virgin to St. Anthony and George, by Pisanello (U.P. B 316). Lorenzo di Credi has left us a devotional St. Mary of Egypt (U.P. B 209).

With illustrations easily obtainable the life of that great doctor, St. Jerome, can easily be reconstructed. He is portrayed by Lucas von Leyden (U.P. D 76), Duerer (Ack 2654), Guercino (U.P. C 406); with St. Gregory, by Paolo Veronese (U.P. C 344); receiving his last Holy Communion, by Agostino Carracci (U.P. C 388) and by Domenichino (U.P. C 400). A masterpiece by Rubens represents St. Ambrose refusing admission to the church to the emperor Theodosius (U. P. D 117). He is also shown in several of the group pictures mentioned below for St. Augustine. The great

St. Augustine, frequently mentioned with St. Jerome, although of a spirit that has been far more effective in gaining souls for Christ, is not a subject that occurs often in popular one-figure illustrations. Gaspas de Craeyer portrays him in ecstasy (U.P. D 147), and Bottocelli gives the well-known story of the saint's vision of the heavenly child on the seashore, a vision that led him to humble his mind in respect to the mystery of the Trinity (P 267). There is an inspiring picture by Ary Scheffer of St. Augustine with his mother St. Monica, but we cannot say where copies of it can conveniently be obtained. Although single-figure illustrations of St. Augustine are rare, he is pictured quite often with other saints and the Madonna; for example, by Costa (U.P. B 282), G. Bellini, (U.P. B 336), Moretto (U.P. C 371), B. de Conti (U. P. C 34). St. Monica we have already noted. She also occurs in several group pictures: L. Carracci (U. P. C 387) and Romanino (U.P. C 368). Piombo has painted a St. Chrysostom surrounded by other saints (U.P. C 310), and Moretto, a naïve St. Nicholas bringing two children to the Madonna (U.P. C 373).

Of the famous St. Benedict we find no single-figure illustrations. Luini presents him in company with three other saints, among them St. Scholastica. St. Benedict's sister, (U.P. C 43); and an exquisite picture by Sodoma gives an episode of the saint's life (U.P. C 53). St. Martin of Tours dividing his cloak with a beggar, we have by Liberale da Verona (U.P. B 318). St. Gregory we cannot find pictured alone, but we have him with St. Jerome, by the sumptuous Paolo Veronese (U.P. C 344).

We could find no pictures of any celebrated work of art representing St. Patrick, universally known though he is. St. Bridget is prominent in a Madonna picture by Titian (U.P. C 268). St. John, the Almoner, we have also by Titian (U.P. C 287).

St. Genevieve, whose story and name have ever been popular, has been glorified in our times by the brush of the devout and talented Puvis de Chavannes; he painted a series of Genevieve tableaux on the walls of the magnificent pantheon in Paris. In (U.P. E 138) we see the little saint at prayer; in (U.P. E 139) the visit of St. Germain, Bishop of Auxerre, to Paris, where he meets Genevieve, receives her vows, and blesses her; and (U.P. E 143), a charming and inspiring picture, shows her standing before the door of her cell and overlooking the moonlit city of Paris for which she prays, and of which she has ever been the patron. An evidence of the honor and devotion paid to her in the Middle Ages is a beautiful medieval statue of her now

¹Abbreviations: Ack: Ackermann Art Post Cards, 5c; F. A. Ackermann, Munich, N.W. 13, Barenstrasse 42. Br: Brown's Famous Pictures, 5½ by 8 in., 1½ cents each; G. P. Brown & Company, Beverly, Mass. It: Art Post Cards, 5 cents each; House of Italian Art, 1378 Sutter St., San Francisco, Calif. Mag: Magnificat Prints, 7 by 10 in., 5 cents each; The Magnificat Press, Manchester, N. H. P.: Perry Pictures, 5½ by 8 in., 2 cents each; The Perry Pictures Company, Maiden, Mass. U.P.: University Prints, 5½ by 8 in., 1½ cents each; The University Prints, Newton, Mass.

in the Louvre (U.P. K 64). Like St. Genevieve, so St. Ursula lived her gentle, beautiful life in barbaric times; she has been even more widely remembered and honored. Her marvelous reliquary paneled with naïve pictures—scenes from her life, by Memling (U.P. D 39, 40, 41, 42), is a wonder of medieval metal work and painting. In the same devout spirit as Memling, Stephen Lochner, in his own personal way, depicts St. Ursula with St. Gereon (U.P. D 360). Carpaccio gave us St. Ursula's Dream (U.P. D 368), and Luini, a devout single figure of the saint (I 82).

Among the myriad statues on the medieval cathedrals we find St. Firmin; he is connected with Amiens, (U.P. K 68). The Miracle of St. Ildephonsus is by Rubens (U.P. D 127). Peter Vischer has given us a figure of St. Sebald, patron of Nuremberg (U.P. D 486); the picture shows the entire shrine made by this artist. St. Nilus meeting Otho III, is by Domenichino (U.P. C 403). St. Louis, King of France, is honored by a picture painted by Giotto who lived about the same time (U.P. B 74). Cabanel of our times shows the saint as a boy receiving instruction from his mother; and again, in Tunis threatened by frantic Saracens (U.P. E 135). There are, of course, numerous artists' productions representing this chivalrous, royal

saint; such as, the fine equestrian statue overlooking the park grounds in front of the St. Louis Art Museum and the splendid painting in the Baltimore cathedral, representing the saint burying the plague-stricken in Tunis; but only the few above mentioned have we so far been able to discover as easily obtainable reproductions.

The rugged St. Bruno is pictured in ecstasy in the wilderness, the Most Blessed Virgin with the Divine Child appearing to him; Guercino (U.P. C 407); the death of the saint is depicted in the lurid Carravaggio manner by Le Sueur (U.P. E 16). Perugino shows us St. Bernard favored by a vision of the Most Blessed Virgin (U.P. B 267); and Filippino Lippi has painted the same subject (U.P. B 210, 211); the comparison is interesting. Wohlgemuth represents Jesus detaching Himself from the cross to embrace the saint (U.P. D 376), and B. Veronese pictures him with St. Sebastian (U.P. C 343). St. Dominic is shown in a rather homely figure by Crivelli (U.P. B 350); with much more art on the magnificent tomb of the saint in Bologna, by Nicolo Pisano (U.P. B 384, 385); and in a veritable masterpiece, by Andrea and Lucca della Robbia, who represent him saluting and embracing his friend St. Francis (U.P. B 495). And Francis, extraordinary even among the saints, was scarcely dead when he was commemorated in many places in sculpture and by pictures both single and in series and this devotion has continued in all times in ever-new expression. Reproductions of the following are easily obtainable: by Giotto, St. Francis' marriage to his Lady Poverty (U.P. B 56); his obedience, (U.P. B 55); the challenge before the Sultan, (U.P. B 72); talking to the birds, (U.P. 97); his death, (U.P. B 73). By Chirlandajo we have likewise St. Francis' death, (U.P. B 195), the picture being seemingly influenced, at least as to composition, by Giotto's. By the della Robbias, the meeting of St. Francis and St. Dominic, (U.P. B 459), and by Murillo, Francis embraced by Jesus Who bends down from His Crucifix (U.P. E 238); by Murillo also, Francis' vision of Jesus and Mary while an angel showers down roses, (P 685C).

St. Anthony of Padua, popular in all times and lands as much, if not more, in our times as in the past, has been beautifully and devotionally painted by Murillo (U.P. E 236 and 237; detail of the latter in Br 1082). Pesellino has painted the raising of a dead man by St. Anthony (U.P. B 165), and Andrea della Robbia has given us a bust of the saint but it is strangely out of accord with the genial character both of the saint and of the artist, (U.P. B 462).

St. Elizabeth of Hungary is portrayed in a dignified and devotional single-figure painting by the elder Holbein (Ack 2916 in color; and U.P. D 381). St. Clare we have by Giotto (U.P. B 74), and in a strong earnest manner, by Alvise Vivarini (U.P. B 356). Of the great St. Thomas of Aquin we find among art prints his Triumph, in the Spanish Chapel, Florence (U.P. B 105) and another apotheosis of him by Zurbaran



ST. JOHN BAPTIST DE LA SALLE

When a boy of ten years he withdrew from a family party to listen to the lives of the saints, read by his grandmother

(Br 2264). St. Peter, the Dominican martyr, is pictured with a cut in his head and the features of Savonarola, by Fra Bartolomeo (U.P. C 80); Fra Angelico shows the saint, not only with the head wound, but also with a dagger in his shoulder and with his finger to his mouth to indicate silence, and with an intensely earnest expression of countenance; it is a thrilling picture. (See Catholic Encyclopedia; leatherback edition of 1907, Vol. XI, at page 772). The martyrdom of the saint is dramatically pictured by Titian (U.P. C 285). St. Catherine of Sienna receiving the stigmata, we have by Beccafumi (U.P. C 64) and by Sodoma (U.P. C 59).

St. Roch with St. Anthony before the Madonna, is one of Giorgione's masterpieces (U.P. C 257). St. Lawrence Justianian in a group with other saints, is by Pordenone (U.P. C 309); St. Casimir is one of Dolci's best pictures (U.P. C 412); St. Felix of Cantalicio, a masterpiece by Murillo, is one of the treasures of Seville, (U.P. E 239).

Wherever Protestantism held ground, religious art died out; and when the Protestant lands had succeeded in appropriating by far the greater share of political power and material wealth in Europe, art sank low also in those lands that remained Catholic. Only comparatively recent times have witnessed a return to former conditions; the Nazarenes and the Pre-Raphaelites representing notable movements in that direction. Yet most modern religious artists have not been great masters and among their subjects the saints do not often occur. A notable exception is Joan of Arc. There are inspiring pictures showing her listening to the Voices at Domremy: one by Bastien-Lepage (U.P. E 172; same in P 594; and Br 724), one by Benouville (P 536), and one by Maillart (of this we know of no easily obtainable print). Ingres depicts her in armor (P 480). In statuary we have her by Chapu (U.P. E 200) and in a monumental equestrian figure on Riverside Drive, New York, by Anna Hyatt (U.P. H 150). A statue similar to the latter is in the Rue Rivoli, Paris; no doubt, post-cards and other reproductions of it are obtainable in that vicinity.

Saint De La Salle

Among the saints particularly dear to teachers and their students is St. de la Salle, the father of popular education. There have been other world-famous educators, pioneers too in the field, but what distinguishes St. de la Salle from them all is the clearly supernatural quality of his call and motive and the heroic degree to which he pursued that quality.

A sublime and lifelong spirit of faith and prayer was behind it all. It is to this spirit in St. de la Salle, which in his case produced the founder of a religious teaching Congregation, but which is the essential element in every saint and, indeed, in every soul truly religious, that we will here give our attention. The thoroughly Catholic home of the de la Salles and its fine spiritual influence on the child John Baptist, are traced in full detail by Ravelet; and by our own



ST. JOHN BAPTIST DE LA SALLE

The saint obtained light and grace to undertake the foundation of the Brothers of the Christian Schools by earnest and prolonged prayer. On Friday nights he spent the whole night in prayer in the church

Brother Leo, in language a boy can understand. The taste for prayer and the things of God there acquired, soon grew deep and strong. Our illustration shows an instance of this: The little lad had withdrawn from the noise, the pomp, and the sweets of a family party to sit beside his grandmother and listen to her read to him from that wonder book, the lives of the saints. He was only about ten years old when he engaged in saying the Divine Office, his grandfather having taught him; at this time also he already implored his parents to allow him to become a priest. At eleven he received the tonsure, and at fifteen was selected by his uncle, the aged Canon Dozet, to succeed him in the canonry of which the principal function is the chanting of the Divine Office daily at regular intervals in the cathedral. Sincere piety, which gives such indescribable charm to a student's life, marked the school and seminary days of young de la Salle. It made him the more esteemed and liked by his classmates because with it he was also a cheerful companion and merry playmate. It reached its first climax on the occasion of his ordination and in the remarkable fervor with which he said Mass.

He was scarcely ordained when circumstances in-



THE MADONNA AND ST. ANNE

—by Murillo

In the Prado Museum, Madrid

volved him in the work of Catholic education; his charity for God and his neighbor could not refuse. But now unexpectedly the new work demanded sacrifices. Should he renounce his canonry? Should he receive poor and coarse schoolmasters into his mansion at the risk of offending his relatives who were all of the rich class? Should he give away his fortune to the poor and live with his schoolmasters and like them in order to win them permanently for their work of charity? These were momentous questions. He now needed extraordinary light and courage; it was in prayer that he found it — prayer profound and long. For example: on Friday nights when the sacristan had locked the doors of St. Remy's Church, St. de la Salle would remain in the church and pray all night. (See illustration. The two pictures printed with this article are

obtainable as prints from The Magnificat Press, Manchester, N. H., at 5 cents each.) Thus he was enabled to make the heroic sacrifices that confronted him and to found the Brothers of the Christian Schools. In all his later trials, contradictions, and labors he went to God in prayer and talked matters over with Him in long and loving conversations. Sometimes these lasted late into the night, even far past midnight, but he would rise the following morning at half past four to be with his Brothers at their devotions. One night, after he had long persevered in prayer, exhaustion overtook him and the next morning the Brother who made the light in the chapel found him asleep on the floor beside his prie-dieu. At twenty fixed points in his daily routine he recollected himself in the presence of God to train himself to have God always before his mind. Often

this required hard mental effort but he persevered in it all his life — needless to say, with immense fruit of holiness. The Most Blessed Virgin — this he always called her and taught others to do the same — he loved intensely, laid his rules at her feet for protection and blessing, brought to her all his joys and troubles, and on his deathbed summed up his life devotion to her in a most fervent prayer.

Prayer was truly the fountain from which flowed his

sanctity, all his educational labors, and his Institute. Countless thousands have benefitted and shall benefit by this great spiritual stream, and that in proportion to the degree of imitation of him in the art of prayer.

* * * *

Of pictures of the saints in general we have pointed out a number in Article II under the subject "paradise." Be we note one picture specifically entitled All Saints; it is a glorious composition by Duerer (U.P. D 403).

The Ideal Religious Teacher

By Sister M. Laetitia, O.M.

EVERY religious spends her life in seeking an Ideal — but the pleasure of spending an epochal summer in formulating clear, concrete ideas of an unattained Ideal was brought about by the remark of a keen-minded Religious who quoted from *The Ideal Teacher*.¹ In this delightful book the author says, "Harvard College pays me for doing what I would gladly pay it for allowing me to do." The teacher, quoting this remark, added, "That's the way I always feel in regard to religious teaching; my community allows me to teach this or that class, while I would gladly pay, if I could, for the privilege of teaching in a religious community."

This Religious is one of the most successful in the Order, and the remark, made thoughtlessly perhaps, induced me to ask myself some searching questions: Why is she so successful? Is it only her enthusiasm and love for the work that make her results so eminently noticeable? What are the general characteristics or traits of the successful religious teacher? Would it be feasible and pertinent to spend one summer in ascertaining just what spells success in a teaching order?

The questions thus asked may admit no precise answer, for we need all good qualities and every human excellence to succeed in this, the most vital of the fine arts. But since our lives are pledged to the mastering of its subtleties, no time could be better spent than that given to discovering those qualities the lack of which makes one liable to serious failure. "Why should I yearn to ply a greater art, Who carve white souls to grace eternity?"²

My method of procedure then, was threefold:

First, it concerned the ideals of teaching as pictured by religious writers on the subject. They speak from experience and with authority.

Second, one hundred prominent and successful teachers were interviewed to obtain their opinion on the essential qualities of a successful teacher.

Third, these two sources were combined, and a decision was reached as to which are the fundamental

traits needed for success; and a singular discovery was made, opening a vast field of work for religious teachers, the successful attainment of which culminates only with life.

Catholic writers are almost unanimous in putting personality at the top of the list of qualifications needed by a teaching Sister. A highly developed personality is needed by anyone who desires to evoke and strengthen the character of another. The word personality connotes that charm, vitality, courage, and sweetness which make the child love what the religious loves. What the teacher is, not what she inculcates, stimulates real growth in the pupil. "The teacher makes or mars the school."³ We may speak as we will in the classroom, but it is what we are that is impressing itself all unnoticed on the plastic mind of childhood. A pleasing personality wins the child's affection and does away with disciplinary problems. "Knowing and doing are not sufficient; it is what we are that counts ultimately."⁴ How many have known Religious weak in health, perhaps not highly skilled in the technique of teaching, who could govern without difficulty large classes of untamed boys — and why? Because there is something so noble, so fine in these leaders, that they "Mirrored Christ" and made others feel the urge of goodness within, because they themselves, perhaps all unconsciously, took goodness for granted. "Character builds character."⁵ "Any teacher may recall that she herself has forgotten much of what she learned from books, but has retained the attitude of the instructor. The personality of the teacher is in the Catholic system an instrument of grace."⁶

Skill in technique of teaching ranks high in the opinion of Catholic writers as a necessary qualification for success. "Any school is as good as its teachers."⁷ In these modern days of progress in methods and skill in application, in these hectic days of tests and measurements and diagnosis, no teacher can afford to let any chance escape her of applying the most modern devices to the teaching art, or of having an ever-widening back-

ground of knowledge in the subject assigned and of methods in imparting that subject. If one has knowledge without skill, she will be nothing but a liability to the Community. Normal schools and colleges, recognizing modern needs of pedagogy, have opened their doors to religious teachers, and thousands of members of religious Orders are taking advantage of extension and residence courses with a relative gain in professional skill.

Cooperation with others is indispensable for successful teaching. One famous educator says that the value of a teaching institution depends largely upon the number of teachers who disagree with one another; but this sort of difference in large matters and on purely academic grounds, betokens nerve and strength, and does not connote a lack of cooperation.

A teacher should always feel free to suggest improvements in discipline or methods at the regular pedagogical conference without fear of offending any member of the faculty. Cooperation means a tolerant friendliness, a large-hearted habit of overlooking minutiae, a give-and-take spirit. It is shown in a hearty approval of all good things undertaken, of all new methods tried out by principal and teachers, of an eager effort to make what others undertake a success and to work with the Community for the good of the whole. Father Faber says that more fine efforts are failures for the lack of an encouraging word than for the lack of money to bring the efforts to success.⁸

Twelve Virtues of a Good Teacher⁹ is an adaptation to the teaching sisterhoods of St. Jean Baptist de la Salle's treatise of the same name. Father Pottier names these virtues in the following order. Gravity, Silence, Humility, Prudence, Wisdom, Patience, Discretion, Mildness, Zeal, Vigilance, Piety, Generosity. These twelve virtues can well be classed under one title—Spirituality. It seems to me that they answer the Why? of Father Johnson's introduction to *The Catholic Teacher's Companion*. It is fine to *know*, and better to *do*, but what really counts is to *be*. Perhaps one of these twelve qualities might be taken by itself—Zeal, which I prefer to call Enthusiasm, one of the chief traits of every successful teacher. Enthusiasm is a love of teaching, an almost childlike delight in one's work which is contagious. It catches the keen interest of the child, and makes of teaching a lovely, living, joyful thing. Teachers with vivacity, drive, and "pep" gain an ascendancy over children which is a price factor in suggestion. "A master artist, by faith and hope and love, can discover and cherish, and finally re-create what is best, in that which to the duller eye and in the weaker hand is wasted."¹⁰

One hundred authorities, successful members of teaching orders, were questioned to obtain expert opinion on what goes for successful teaching. The greatest number by far (69 out of 100) put personality, char-

acter, or enthusiasm first—but these are not widely differentiated and I would rank enthusiasm as a necessary trait of personality. Ten put good discipline first and the other 21 differed widely. Several thought that patience is most necessary, one chose ability to cooperate and three put good health first.

Knowledge of subject matter was considered by the great majority of teachers to be the second requisite for success and in all cases but three it was subordinated to personality. An old and long-experienced teacher had the habit of saying, "Do your best and the Lord will supply all your deficiencies," although she, too, subordinated knowledge to character.

Ingenuity, broadmindedness, academic training, common sense, human sympathy, teaching skill, love for children—all these were high among the list of requirements.

Religious writers and expert opinion agree, then, that personality is the first requirement for success in teaching, and that knowledge of subject matter united to technique in the profession is the second. If one aims to acquire the "lion's share" of these two, united to human sympathy, nearness to Christ, infinite patience, and a vigilant self-control, she may expect to become an efficient teacher.

Have you begun to suspect it is almost impossible to be an ideal teacher? It seems so. Each of the qualifications listed is endless and can never be perfectly attained. But what glory there is in the struggle! The Religious can always grow in achieving personality, ingenuity, technique, and human sympathy. Each year she can creep a little nearer her goal—and what joy and strength to get a little nearer! What new courage it gives to make one feel she can keep on growing! And as each year a new and wider horizon opens in the field of perfection, one can always know that inasmuch as she is a better teacher this year, she is by just so much, a wiser and stronger Religious.

References

1. *The Ideal Teacher*, G. H. Palmer.
2. *The School Nun Speaks*, M. Carmichael.
3. *Education of Our Catholic Girls*, Jenet Erskine Stuart.
4. *Religious Teacher's Companion* (Intro. 11), Rev. Felix M. Kirsch, O.M.Cap.
5. *Catholic Educational Review* (14: 408) Personality of the Teacher.
6. *Ibid.* (25: 227).
7. *Religious Teacher's Companion* (Intro. 9), Rev. Felix M. Kirsch, O.M.Cap.
8. *Kindness* (Chap. 4), Rev. F. W. Faber.
9. *Twelve Virtues of a Good Teacher*, Rev. H. H. Pottier, S.J.
10. *Life of R. H. Benson* (Vol. 2), C. C. Martin-dale, S.J.

The Eighth Commandment

Sister Mary Agnesine, S.S.N.D.

THE following lesson is so arranged that it can be taught in part, at least, by means of informal discussions. It is understood, of course, that there is no intention of dispensing entirely with the regular classroom procedure or with the Catechism as a textbook. The Catechism will serve as a summary and should follow naturally at the end of the lesson.

Not all chapters in the Catechism lend themselves so readily to thorough and free discussion by younger pupils, and not all need as much elaboration. Since, however, the Eighth Commandment is of so great importance to children, and since their attitude toward their schoolwork in particular and toward life in general is so largely conditioned by a thorough knowledge of this commandment, a method of approach is herewith submitted which will, it is hoped, prove both interesting and effective.

When a small unit of the lesson has been covered, or at any time that the teacher so desires, the work may be varied by dramatization, readings, short stories, etc. Correlation with other subjects will add a great deal to the effectiveness of the work. Especially may this be done with language, history, and citizenship.

Discussion Group

Approach the subject without any reference to the text. If possible, group the children around you in an informal way, as you would for a story hour. Begin by relating some interesting story pertaining to this commandment, and invite comment and discussion. Have the pupils bring up some of their own problems and let the class help solve them. Gradually submit problems similar to those on the following pages. In each case be sure that a satisfactory conclusion is reached and that the terms are clearly defined. It would be stimulating for the pupils to formulate definitions in their own words, not indeed, for the purpose of committing them to memory, but for the sake of a clearer understanding of their problems.

Teacher Leads

Success with discussion groups will depend largely, as everywhere else, upon the personality of the teacher. In the first place, the children must have full confidence in her, particularly in her sympathetic understanding of their point of view. Without this attitude on the part of the pupils, the teacher cannot hope to succeed in drawing out the pupils in such a way as to make the discussion profitable to them.

In the second place the pupils should be encouraged

to speak freely of the problems lying within their own experience. It is at such times in particular that the wrong impressions children so frequently have, can be brought to light and corrected. Further, the teacher will do well to direct, rather than impose and to give the pupils every opportunity to add to the store of general information. Reference to the Catechism, the Question Box, and other sources of information should be encouraged. This procedure does not mean giving the pupils too much freedom and allowing them to waste time by idle discussion that has little or no point. Always, the teacher is and must be the guiding force. She must direct, suggest, check, if necessary, and finally draw the discussion to a profitable conclusion. Finally, after a thorough insight into the matter in hand, the children are most likely to be best disposed to apply the lessons learned directly to themselves.

Applying Lesson

If the lessons learned are to be of any benefit to the pupils, they must be applied directly and intelligently for immediate practice. In the case of the Eighth Commandment, for instance, the teacher might ask the pupils to think of the particular fault in themselves which they consider as being most harmful. Not only do they show themselves willing, as a usual thing, but most eager to begin the work of self-knowledge and self-training at once. Such a practice as the following might be assigned: "I will watch very carefully today that I do not act a lie," or, "I shall try to say only good things about others today." In the case of offenses that come to the notice of the teacher, it will be easy for her to give personal direction to the child at fault, and to require an account of the effort made by way of correction.

In order to impress the importance of this work of self-training upon the children, it may be found helpful to add a special prayer after class for the intention of obtaining help in their efforts. For example: "Let us add a little prayer to our guardian angel that he may help us speak charitably of others today."

Concrete Problems for Discussion

1. Jack and Bob were neighbors. Bob disliked Jack because the latter had beaten him in a fight. At the beginning of the school year Jack registered in the school which Bob was attending. Now was Bob's chance to get even. He told his classmates that Jack had been expelled from the other school for stealing. The story soon spread over the school.

Suppose the story was true, had Bob a right to talk about it?

What is this sin called?

Suppose the story was not true, what is the sin called?

Jack had been working in the drug store after school hours, in order to help support the family. When the druggist heard the story, he dismissed Jack. What must Bob do to make full satisfaction?

Do you think it is ever possible to retract such a story completely?

Explain to the children why it is almost impossible to undo the harm resulting from such a lie. People remember the bad things reported more readily than the good things about a person. Besides, people whom Bob does not know will hear the story and brand Jack as a thief. They will probably not hear about the retraction.

If Bob came to you for advice, could you make any suggestions for his overcoming the fault? How would you talk to Bob so as not to hurt his feelings?

2. A friend of yours is passing notes to others and does not pass them to you. You feel sure that she is telling things about you. Are you justified in drawing such conclusions? What sin do you commit?

Can you give other examples of rash judgment?

3. A boy in your class has been found guilty of stealing. A few days later you miss some money out of your desk. You and your classmates conclude that the same boy stole your money. What should you do about it? Discuss fully.

4. Your mother sends you to the door to tell an agent that she is not at home. Should you obey?

Must children obey their parents in all things? Can you give an example of a case in which a child need not obey its parents?

Do you think there is any difference between lies that are harmless and those that are not? What would you consider a harmless lie? A harmful lie?

5. The teacher leaves the classroom and asks all the children to keep on working quietly. As soon as she is out you turn around and laugh and talk. When she returns you quickly get back to your work. Is there any wrong in that? What would you call such action?

6. Mary knows that Ethel is in bad company and is deceiving her teacher and her parents. Should she tell anyone. Should we always tell when we know something about another person?

7. You have a chance to look into your book during examination. May you do so?

8. The girl sitting behind you in school does not know her lesson. You can help her out by opening your book and placing it so that she can see the lesson. May you help her? Who do you think would be wronged more by such an action, the teacher or the girl?

9. One of the boys in your school is arrested for forgery. Everybody knows about it. May you discuss the matter?

10. You play sick so that you don't have to go to school. Is there any wrong in that?

11. Elsie has a new dress. She asks you how you like it. You do not like it at all, but do not wish to hurt her feelings. How would you answer her?

12. Your friend Margaret tells you a secret and asks you never to tell. You promise. Must you keep your word?

13. Your chum received a letter which she does not show you. You go to her desk later and read the letter without her consent or knowledge. Had you a right to do so?

14. A boy asks you where you are going. You tell him you are going to the North Pole. Is that a lie?

15. You listen with pleasure to an evil story about someone else. Do you commit any wrong?

The Emperor and the Innkeeper

The emperor Rudolph was one day at Nuremberg, and as was the custom at that time, those who had any grievance used to go to him for redress. On this occasion a merchant went to him and reported that, having come into that city on business, he went to one of the chief hotels, and as he had in his possession about two hundred marks of silver in a leather sack, he confided it to the care of the innkeeper during the time he was to remain in his house, that he might put it in a place of safety, but did not ask him for a receipt. When the time came for his departure, he went to the innkeeper and asked him to give him his money, as he was now about to leave the city. The innkeeper looked at him in surprise and declared he had never seen either the sack or the money; and as the merchant had no letter, he found it impossible to prove that he had given him the money. He also informed the emperor that, being one of the chief citizens, the innkeeper had been chosen to be one of the deputation which was to come that day to offer him the homage of the people.

The emperor told the merchant to hide himself somewhere where he might be within call, and that he would see what he could do for him. Not long afterwards the members of the deputation arrived, and the emperor talked familiarly with each of them, inquiring their names and their professions. When he came to the innkeeper, he said to him in a jocular manner:

"I admire your hat very much; will you give it to me in exchange for mine?"

The innkeeper was only too delighted to do so, thinking that he was indeed highly favored.

Not long afterwards Rudolph left the room, telling the guests to wait till his return. He met one of the officers of his suite near the door and said to him:

"Run as fast as you can to such-and-such an hotel, and tell the landlady to give you immediately the leather sack, which her husband has hidden, for it is much needed at the present time. And as a sign that the case is urgent, show her this hat, and she will immediately recognize it as his."

The officer did as he was commanded, and went to

deliver his message. The woman, seeing her husband's hat, and knowing that no one but themselves knew about the stolen money, thought that her husband had sent for it, and gave it to the messenger without any hesitation, who carried it to the emperor. As soon as he received it he returned to the audience chamber and calling to his side the guilty innkeeper, and having also sent for the merchant, he related before the company the whole story. The innkeeper at first answered in indignation that the story was made up to ruin his reputation. Then the emperor, raising up his hand in which was the leather bag, showed it to him and to all those who were present. The innkeeper was struck dumb with astonishment, which was only increased when the emperor related the manner in which the sack had come into his possession. The emperor then gave him a severe reprimand, and ordered him to pay a heavy penalty. —*Chisholm.*

Dramatization

The story "The Emperor and the Innkeeper" can easily be dramatized. Let the children take this and similar stories and write out the dramatization themselves. They will take pleasure in doing it and will, at the same time, derive much profit. Select the play that is considered best by the class and have the pupils stage it during an English class or at some other convenient time. Care should be taken not to make the play too elaborate.

There are many similar stories which will lend themselves easily to dramatization. Not too much of this kind of work should be done, however, in connection with a single chapter of the Catechism. The chief aim should be to bring home to the children those lessons in honesty which come closest to their own problems in daily life.

Stories

There are many stories available in connection with this lesson. It will be necessary, however, to use good judgment in their selection. Again, the teacher should be guided by the close bearing the stories have to the children's own lives. An old story may be more effective when brought up to date, put into familiar scenes, and supplied with familiar names.

Short stories could be assigned for the language work. The interest for the children will be greater if they are allowed to give stories of their own selection. The Bible history is rich with incidents pertaining to the Eighth Commandment.

Bulletin Board

Catholic periodicals abound in selections which bring home the lessons taught in the Eighth Commandment. Let the children find such selections themselves and, with the permission of the teacher, post them on a bulletin board in the classroom. Posters, literary selections, memory gems, slogans, etc., all can be brought into play.

The Teacher's Outline

One of the most admirable things that God has given to man is the gift of speech, which distinguishes him from all other creatures. Since the Fall of Adam, this gift has been perverted to many evil uses; for example, calumny, lying, etc. To remedy these evils, God has given us the Eighth Commandment. Our character and reputation are thereby protected. Without these, life, even with all other goods, would be a burden.

"A good name is better than great riches." *Prov.* xxii. I.

False Witness

I. As in previous Commandments, one sin only is named.

II. But the prohibition includes all such sins as may lead to that one; for example, injustice in thought or word against a neighbor.

III. The Second Commandment forbids words against God: this one, words against our fellow beings.

I. False Testimony

1. Giving evidence in a court of justice, which we know to be untrue.
 2. Mortal sin, when in a serious matter, whether for or against an accused person, because:
 - a) Grievous violation:
 - Of a solemn public trust.
 - Of justice.
 - b) The injustice is often beyond repair.
 - c) Public disgrace often attaches to the family also of a perjurer.
 3. Contains a threefold guilt:
 - a) Falsehood against the truth.
 - b) Perjury, in breaking the oath.
 - c) Injustice, by the injury it causes.
 4. Contains a threefold offense against
 - a) God, by contempt in his presence.
 - b) The judge, by deception.
 - c) Society, condemning a just member, or releasing a villain.
 5. Hateful to God:
 - "A false witness shall not be unpunished." (*Prov.* xix. 5.)
 6. Usually given through
 - a) Fear, when a witness is intimidated.
 - b) Love, when a friend is questioned.
 - c) Interest when a bribe is offered.
 - d) Malice, when hatred leads to false evidence.
 7. Involves the duty of repairing the evil done to another's honor, etc.
 - Hence, in court, always speak the truth, whatever be the consequences.
- #### II. Rash Judgment
1. Assent of the will to suspicions about others, without sufficient grounds.
 2. Opposed to
 - a) Justice; each one has a right to his good name until really forfeited.

- b) Charity, which "thinketh no evil" and obliges us to love others as ourselves.
- 3. We may be guilty of it by:
 - a) Conceiving dislikes at first sight.
 - b) Attributing the acts of others to bad motives.
 - c) Judging a person addicted to sin because once guilty of it.
 - d) Pronouncing one guilty without hearing his defense.
- 4. Guilt seen thus:
 - a) Christ expressly forbids it.
 - b) It shows corruption of heart, they judging most who are guilty.
 - c) It generally arises from pride usurping authority to judge.
 - d) Often from envy and hatred — Behavior of the Pharisees to Our Lord.
 - e) Most injurious to a neighbor, depriving him unjustly of his reputation in our mind.
 - f) It produces such evil results: hatred and bloodshed.
 - g) Sometimes punished even in this world.
- 5. It is easy to be deceived in passing judgment. Our own past experience will verify this. Take care, therefore, in judging others to take always the charitable view.

III. Lies

- 1. Words or signs against the truth, to deceive a neighbor.
- 2. The devil told the first lie in Eden, hence called the "father of lies."
- 3. Especially hateful to God, the "God of truth."
- 4. To say an untruth, believing it a truth is not a lie, but an error.
- 5. Kinds of lies:
 - a) Jocose lie: spoken to please and hurting no one.
 - b) Officious lie: hurting no one, but intended to be of service; lie of excuse.
 - c) Malicious lie: injurious to God and man.
 - d) Sacrilegious lie: profanation of the Sacrament. Concealing a mortal sin in confession.
 - e) Hypocrisy: putting on the appearance only of holiness.
 - f) Flattery: praising beyond the truth. — Assuring the dying there is no danger of death.
- 6. Guilt of lies:
 - a) Every lie is a sin, mortal or venial, according to its nature.
 - b) Hence it is never lawful to lie, no matter for what object.
- 7. Conceive a great horror of lies, because:
 - a) A lie is an abuse of God's most admirable gift, speech.
 - b) A lie is an attack on God Who is Truth itself.
 - c) A lie dishonors him who tells it.
- 8. Hence the need of watchfulness in parents, as to truthfulness of children.
- 9. Mental reservations and equivocations, when unlawfully deceptive, are sinful.
- 10. But we may hide the truth without being guilty of lying.

Calumny, Detraction, etc.

I. Calumny

- 1. Man has three lives, namely:
 - a) The corporal life of the body, injured and lost by wounding, etc.
 - b) The spiritual life of grace, injured and destroyed by sin.
 - c) The civil life of good fame, injured and ruined by calumny, etc.
- 2. Imputing crimes and faults to others untruly. Whether to individuals or communities.
 - a) By word of mouth, by letter, or by action.
 - b) Whether through malice or interest.
- 3. Exaggerating real faults and defects.
- 4. Denying others' good qualities or actions.
- 5. Most odious and malicious sin. Yet how common, especially in moments of passion.
- 6. Calumny is a sin against:
 - a) Truth: Saying knowingly what is absolutely false.
 - b) Charity: showing absence of love and destroying peace of families.
 - c) Justice: endangering the prospects of the victim and his family.
 - d) Religion: which cannot exist where the tongue is not bridled.
 - e) Manly courage: stabbing in the dark, without giving a chance of defense.
- 7. Guilt of calumny:
 - a) Always a sin because always a lie.
 - b) Shown from Scripture: "Thou shalt not calumniate thy neighbor." *Lev. xix. 13.*
 - c) Will vary according to:
 - The nature of the imputation made.
 - The injury intended or effected.
 - The number of persons hearing it.
 - d) A most cruel persecution:
 - Its bitterness penetrates most deeply the soul.
 - In other trials there is usually some alleviation, seldom in this.
 - Job bore many things in patience, but justified himself in calumny.
 - Hence the magnificent reward promised: "Be glad and rejoice, for your reward is very great in heaven." *Matt. v. 12.*
- 8. Source of terrible evils, for example:
 - a) Dissensions and discord.
 - b) Hatred and bloodshed.
 - c) Temporal losses and misfortunes.

d) Eternal ruin of souls.

II. Detraction

1. Making known without cause, the secret faults of others. By word of mouth, insinuation, silence, writing, etc.
2. Imparting uncharitable news even as a secret.
3. Hinting that there are things others do not know of a neighbor.
4. Praising coldly, so as to insinuate him undeserving.
5. Seeking to lessen the merit of his good acts.
6. Detraction is a sin:
 - a) As seen from the word of God: "Thou shalt not be a detractor nor a whisperer among the people." *Lev. xix. 16.*
 - b) Against Charity:

Exercising an act of hatred or dislike against a neighbor.

Exposing him to the contempt and ridicule of others.

Diminishing esteem for him in those who listen.

Causing him pain should it reach his ears.
 - c) Against Justice:

Robbing him of the esteem others may have for him.

Exposing him thereby to temporal loss (trade, profession, etc.)
 - d) Against the example of Christ, Who would not name the one about to betray Him.
 - e) Committing almost a threefold murder in:

The detractor's own soul, because he sins.

The soul of the listener who is also guilty.

The civil life of the one of whom evil is spoken.
7. Guilt of detraction depends on:
 - a) The person who speaks: (character and position).
 - b) The person spoken of (superior, consecrated to God).
 - c) The nature of the fault revealed (lying, drunkenness).
 - d) The number of persons to whom it is made known.
 - e) Injury done or foreseen.
8. Forbidden also in regard to the dead (Also calumny):
 - a) Though departed they still have a right to their good name.
 - b) The surviving friends are also affected by the detraction.
 - c) It may sometimes be even a mortal sin.
9. We have faults enough of our own without troubling about those of others.
10. Source of many evils (like calumny); for example:
 - a) Hatred and revenge.
 - b) Misunderstandings and suspicions.
 - c) Temporal losses.

d) Eternal ruin.

11. Lawful sometimes to reveal the faults of others.
 - a) When for their good (their correction). Informing parents of the evil ways of their children.
 - b) When necessary in order to prevent greater evil.

Saying the truth to persons engaging servants, lending money.

Justifying one's self from a crime.
 - c) When accompanied with the necessary conditions.

Through pure motive only.

Revealing only to those who can remedy the evil.

Without exaggerating the fault.

III. Talebearing

1. Repeating to anyone what others have said to him; for example:

Servant about master, neighbor about neighbor.
2. Sinful because:
 - a) Opposed to the word of God.

"The talebearer shall defile his own soul." *Ecclus. xxi. 31.*
 - b) Source of quarrels and animosities.
 - c) Cause of misunderstanding and loss of friendship.
3. Guilt will depend upon:
 - a) The intention of the speaker.
 - b) The injury done or foreseen.
4. Lawful revealing is not talebearing.

IV. Words which injure our neighbor's character

For example:

1. Backbiting:
 - a) Speaking of a person's faults known to all.
 - b) Opposed to the law of Christian charity.
 - c) How common when people meet together.
 - d) Honest criticism may be lawful, but must guard against personalities and uncharitableness.
2. Contumely:
 - a) Raillery and insults offered to a person's face, nicknames, sarcasm.
 - b) Words of reproach as to some sin, failure, or misfortune.
 - c) Actions: as destroying a photo or statue, through contempt.
 - d) May sometimes be a grievous sin.

V. Listening willingly to calumny, etc., also forbidden

1. Directly or indirectly:
 - a) Encouraging it, by showing interest, asking questions.
 - b) Hearing with pleasure.
 - c) Not preventing it when able.
2. Guilt of listening:
 - a) Will vary, as calumny and detraction.

- b) May include scandal by consent, etc. If there were no listeners there would be no detractors.
- c) May depend:
On the duty of a listener; for example, a superior.
On the motive; for example, curiosity, malice.
- d) "The detractor and the listener both have the devil in them: one in his mouth, the other in his ears." *St. Bernard.*
- 3. Conduct in presence of calumny, etc.
 - a) If a superior is guilty, show displeasure by the countenance.
 - b) If an equal, turn the conversation, say something good of the injured.
 - c) If an inferior, reprove him and impose silence.
 - d) If the conversation continues, show displeasure at least by silence.
 - e) If this avail not, leave the company rather than sin with them.

VI. *Betraying Secrets forbidden by this same Commandment*

- 1. Sinful, unless for grave reasons:
- 2. Kinds of secrets:
 - a) Simple: when we happen to know what we feel should be kept secret.
 - b) Intrusted: given on the condition, at least implied, that we keep it. For example, professional knowledge of doctors, lawyers.
 - c) Promised: When we are asked and we promise to keep it.
 - d) Secret got by fraud, for example:
By listening to conversation.
By prying into drawers, boxes, etc.
By reading other person's letters. Which may sometimes be even a mortal sin.
- 3. Unworthy of a generous nature, still more of of a Christian.
- 4. Guilt of revealing secrets will depend on:
 - a) Importance of the secret.
 - b) The injury likely to follow.
- 5. Resist the beginnings of curiosity and go out of the way of temptation.
- 6. May sometimes be lawful, for example:
 - a) When the matter is trifling and no injury is feared.
 - b) When consent may reasonably be presumed.
 - c) When there is good and reasonable cause, good of the state, defense of the innocent.
 - d) Never lawful in the case of the seal of confession.

VII. *To make satisfaction*

- 1. Positive obligation, often most difficult, yet strictly binding.
- 2. If it can be made, pardon for sin cannot be had without it.

- 3. Hence, who so injures another, by speaking ill of him, must repair the evil as far as he can.
- 4. It must be done without delay, or the evil may only increase.

VIII. *By Restoring Good Name*

- 1. In false testimony, for example, should a man be sent to prison, the perjurer is bound:
 - a) To restore the prisoner's character.
 - b) To obtain his release, if possible.
 - c) To provide meanwhile for his family.
 - d) To repair the consequent evils.
- 2. In Rash Judgment: To correct in one's mind and the minds of others the evil opinions held or given of a neighbor.
- 3. In Calumny: The false accusation must be absolutely denied.
- 4. In Detraction: The statement cannot be withdrawn because true, but,
 - a) Excuse the person, if the case admit it.
 - b) Excuse at least the motives or intention.
 - c) Allow for violence of temptation, difficult circumstances, etc.
 - d) Speak of the neighbor's good deeds, qualities etc.
- 5. In Contumely: according to the:
 - a) Nature of the offense: a blow or an insult.
 - b) Position of the one offending.
If a superior be at fault, some act of kindness will usually suffice.
If an equal, beg pardon and apologize.
If an inferior, it may be necessary to do so on bended knee, and perhaps in public.
 - c) Disposition of the offender:
Some would not feel asking pardon, even on their knees.
- 6. See the evil of sins of the tongue, and the obligations they entail.
- 7. In opposition to such sins endeavor always:
 - a) To entertain kind thoughts of others, as a remedy for suspicion.
 - b) To put kind interpretations on their acts, against rash judgments.
 - c) To speak kind words, instead of those that wound and injure.

IX. *Social Advantages of the Eighth Commandment*

- 1. The tongue is the chief instrument of the iniquities of the earth.
- 2. These are fertile sources of trouble and sorrow to society.
- 3. To remedy them God has given this Commandment:
 - a) Safeguarding our honor and character.
 - b) Clearing society of suspicions, etc., which makes men devils.
 - c) Restoring truth, etc., which makes an anticipated heaven.
- 4. Thus not one of our interests that God in His goodness does not surround with a sacred barrier.

Scripture Texts

A good name is better than riches. *Prov.* xxii. 1.
 A false witness shall not be unpunished. *Prov.* xix. 5.
 A false witness shall perish. *Prov.* xxi. 28.
 A man that beareth false witness against his neighbor,
 is like a dart and a sword. *Prov.* xxv. 18.

Rash Judgment

Judge not, that you may not be judged. *Matt.* vii. 1.
 But who art thou that judgest thy neighbor? *Jas.* iv. 13.
 Is thy eye evil, because I am good? *Matt.* xx. 15.

Lies

Lying lips are an abomination to the Lord. *Prov.* xii. 22.
 Be not willing to make
 any manner of lie. *Ecclus.*
 vii. 14.

Lie not one to another.
Col. iii. 9.

A lie is a foul blot in a
 man. *Ecclus.* xx. 26.

Calumny

Thou shalt not calumniate
 thy neighbor. *Lev.* xiv. 13.
 The poison of asps is under
 their lips. *Ps.* xliii. 3.
 They have whetted their
 tongues like a sword. *Ps.*
 lxiii. 4.

Their tongue is a piercing
 arrow, it hath spoken deceit.
Jer. ix. 8.

Reward: Be glad and rejoice,
 for your reward
 is very great in heaven.
Matt. v. 12.

Detraction

His words are smoother than oil,
 and the same are
 darts. *Ps.* liv. 22.

Thou shalt not be a detractor
 nor a whisperer among
 the people. *Lev.* xix. 16.

The detractor is the abomination
 of men. *Prov.*
 xxiv. 9.

Hast thou heard a word
 against thy neighbor? let it die
 within thee. *Ecclus.* xix. 10.

Detractors, hateful to God. *Rom.* i. 30.

Detract not one another,
 my brethren. *Jas.* iv. 11.

Talebearing

The talebearer shall defile
 his own soul. *Ecclus.*
 xxi. 31.

The whisperer . . . hath
 troubled many that were at
 peace. *Ecclus.* xxviii. 15.

The tongue of a third person
 hath disquieted many.
Ecclus. xxviii. 16.

The talebearer . . . shall be
 hated by all. *Ecclus.*
 xxi. 31.

Backbiting, Contumely, Listening, Etc.

If a serpent bite in silence,
 he is nothing better than
 backbiteth secretly. *Ecclus.* x. 2.

Whosoever shall say,
 thou fool, shall be in danger
 of hell-fire. *Matt.* v. 22.

Have nothing to do with detractors. *Prov.* xxiv. 21.
 Hedge in thy ears with thorns,
 hear not a wicked tongue. *Ecclus.* xxviii. 28.

Worthy of death . . . they
 also that consent to them.
Rom. i. 32.

The tongue is a fire, a world
 of iniquity. *Jas.* iii. 6.

An unquiet evil, full of deadly
 poison. *Jas.* iii. 8.

By it we bless God, and by it
 we curse men. *Jas.* iii. 9.

Biblical References

False Testimony

Achab against Naboth. *3 Kings* xxi. 13.

The two Elders against
 Susanna. *Dan.* xiii. 61.

The Jews accusing our
 Lord of blasphemy. *Matt.*
 xxvi. 61.

Rash Judgment

Eliphaz and Job. *Job* iv. 7.

Putiphar thought his
 wife's accusation proof of
 guilt. *Gen.* xxxix. 19.

Benjamin and the cup.
Gen. xlv.

Judith adorning herself to
 go to Holofernes. *Judith*
 x. 4.

The Pharisee against
 Mary Magdalen. *Luke* vii.
 39.

The Pharisee against the
 Publican. *Luke* xviii. 2.

The Barbarians against
 St. Paul. *Acts* xxviii. 4.

Lies

The devil told the first lie
 in Eden, hence called the
 "father of lies." *John* viii. 44.

Sarah saying she did not laugh. *Gen.* xviii. 15.

The devil speaking to Eve. *Gen.* iii. 4.

Jacob to Isaac. *Gen.* xxvii. 24.

The woman before Solomon. *3 Kings* iii. 20.

The scribes at the Resurrection. *Matt.* xxviii. 13.

Hypocrisy

Herod and the Magi. *Matt.* ii. 8.

Judas at the Last Supper. *Matt.* xxvi. 25.

Flattery

Acclamation of the people to Herod. *Acts* xii. 22.

The Pharisees seek to ensnare
 Jesus in His speech.
Matt. xxii. 15-21.

Calumny

Putiphar's Wife. *Gen.* xxxix. 14.

The Pharisees and Our Lord. *Matt.* xii. 24.

The Chief Priests and the Apostles. *Matt.* xxviii. 13.

Aman's Calumny punished. *Esther* xvi. 18.

Joseph's imprisonment. *Gen.* xxxix. 20.

Job justified his calumny. *Job* xxxi.

Contumely

The friends of Tobias. *Tob.* ii. 15.

The wife of Job. *Job.* ii. 9.

THE NATIONS' CONSECRATION

O CHRISTIANS, raise your hearts,
 Oh, magnify your birth!

God of one blood has made

All those who dwell on earth.

All praise unto our Eucharistic King.

Lord God of hosts, behold,

What Christ's blest prayer has done;

"My Father, may they be

As We are, Father, one."

All praise unto our Eucharistic King.

Our lives we consecrate,

Each nation, race by race;

Oh, may we meet again

To sing before Thy Face:

All praise unto our Eucharistic King.

—Sister Mary of the Angels

The Literary Presentation of Children

The central fact in educational psychology is the study of the child. As we read the formal books on child study, we sometimes feel that somehow or other the real child is not revealed. The material is overloaded with analysis and classifications and terminology.

It always seemed to me possible that the portrayal of children in literature furnishes the teacher an opportunity to study the child in his dynamic aspects. For that reason there is submitted herewith a list of books sometimes achieving the high plane of literature or manifesting in some way an insight into children and a sympathetic understanding of them that would furnish, particularly to a young teacher, a human point of view in the study of children. That may raise her routine work to the level of a genuine study and direction of human nature.

What teacher has not known a Penrod or a Una Mary?

We would welcome comments on this list and would be glad to have names of other books that teachers have found helpful in understanding children. The following list of books with the summary of their contents forms a part of "School Discipline as a Moral Factor in Education" by Sister M. Jutta, O.S.F., one of the Marquette University Monographs, now in preparation.—E. A. F.

The Adventures of Huckleberry Finn

By Mark Twain, New York, Harper & Bros., 1912, pp. 404.

Huckleberry Finn is a neglected, motherless boy, whose father is a drunkard and ne'er-do-well. He grows up as best he can in a Missouri town on the Mississippi River in the good old days before the Civil War. His only guidance consists of unmerciful, and often unjust beatings from his father, whose main purpose seems to be to keep his son from enjoying more advantages than he himself had, thus keeping him from looking down upon his father. Huck escapes from him by making it appear that he has been murdered and thrown into the river. His trip down the river on a raft which has been brought down by the flood, with the escaped slave, Jim, for a companion, is replete with occurrences which show his ingenuity, resourcefulness, and kindness.

The chief value for teachers in this story lies in the study of Huck and Tom Sawyer, who shares honors with Huck near the end of the tale. Huck has a good supply of superstition, a healthy body, and a bright mind. In the various predicaments in which he finds himself he shows logical reasoning and far-sightedness. On the other hand he is not averse to giving fiction for fact if it will serve his purpose. He is grateful for Jim's help and will not leave him. When Tom appears, Jim's rescue goes forward with due regard to mediaeval standards, for Tom's imagination and education are of a higher standard than Huck's, and adventure is as the breath of life to him, no matter what the hardships may be.

Anne of Green Gables

By L. M. Montgomery, Boston, Mass., L. C. Page & Co., 1908, pp. 396.

In this story the author narrates the "ups and downs" of an orphan girl's life from the time she is taken by Matthew and Marilla Cuthbert, a bachelor and his old-maid sister, who really wanted "a boy" from the orphanage, until we have learned to love her as a dear friend in spite of all her failings. Her near-despair at feeling she is not wanted by Marilla immediately enlists the reader's sympathy and from then on one follows her, almost breathlessly, through such incidents as flying into a fury at Mrs. Lynde for saying she is not good looking; breaking her slate over Gilbert Blythe's head for calling her "carrots," causing her dear friend Diana to become intoxicated, unintentionally, of course; playing "Elaine" and almost drowning; and many other such escapades. She is a very talkative child, bubbling over with eagerness to pour forth her nature-loving soul. Anne is very imaginative and impressionable, being easily thrilled and as easily cast into dejection. It is very interesting and instructive to follow her every thought and action during the period of her life presented to us.

On almost every page teachers will find something helpful in child-knowledge or training. The author shows that children feel a great delight in being understood, that pupils are led to be ambitious by a teacher's tactful handling and broadminded guidance, that children want the teacher to be a sympathetic listener, that children appreciate the chance to ask questions, rather than to be asked. Summed up, they want the

teacher to be "a kindred spirit" as Anne says. The book also illustrates the result of unjust punishments, of the wrong kind of punishment, of sarcasm and stinging remarks, of forcing confession of a deed of which the supposed culprit is innocent. Many a teacher would find a great deal of help in her treatment of pupils in the remark of Matthew to Marilla, "I kind of think she's one of the sort you can do anything with if you only get her to love you."

Baa, Baa, Black Sheep

By Rudyard Kipling, *Under the Deodars*, etc., Garden City, N. Y., Doubleday, Page & Co., 1920, p. 240-274.

Business circumstances compel the mother and father of a family in Bombay, India, to entrust their little five-year old son, Punch, and three-year-old daughter, Judy, to strangers in another city. The little girl, lovable and sweet, wins the affection of her guardian, "Antirosa," "Uncleharri," and Harry, Junior. But Punch, bubbling over with life, annoys "Antirosa"; Punch, thirsting for solutions to the many problems his wonder-world raises within his little mind, challenges the limited thinking capacity of both "Antirosa" and Harry, Junior, and thereby offends their pride; and Punch, attempting to exercise his authority as "undisputed despot," which he held at his home in Bombay, draws down upon himself the hatred of Harry. As a result he becomes the victim of repressions, false accusations, unjust criticisms, untimely religious admonitions, and is nick-named "Baa, Baa, Black Sheep." For a few months Punch finds relief from all this restraint in the kindness of Uncle Harry. But when death removes his only comfort, the evils of Aunt Rosa's and Harry's disciplinary measures are left to weave into the developing character of Punch "Hate, Suspicion, and Despair." After five years the parents return to their children. The mother tries to win back Punch through love. She succeeds to some extent but, to use the closing words of the story, "not altogether," for when young lips have drunk deep of the bitter waters of Hate, Suspicion, and Despair, all the Love in the world will not wholly take away that knowledge; though it may turn darkened eyes for a while to the light, and teach Faith where no Faith was."

Every teacher, parent, or guardian will find this short story valuable. It reviews the terrible consequences that may result from undesirable measures of discipline. The evil deeds and the deception of which Punch is accused open up a world that was unknown to him. Goaded on by a lack of sympathy and interest in anything he does or says, he performs the very acts of which he is suspected. He is driven to such extremities that at the age of ten he attempts suicide and murder. The story illustrates the discretion that is to be used in the teaching of religion. To Punch, whom Aunt Rosa tried to convert by inculcating the

fear of the Lord, God was an abstraction, and "intimate friend and ally of Aunt Rosa, generally believed to live behind the kitchen range because it was hot there." He welded the story of the Creation on to what he could recollect of his Indian fairy tales. Although the story may describe an extreme, if not improbable case, nevertheless, it makes anyone who is entrusted with children realize the grave responsibility attendant upon the training of the child.

Being a Boy

By Chas. D. Warner, Chicago, Houghton Mifflin Co., 1897, pp. 186.

"Being a Boy" by Charles Dudley Warner, is the autobiography of a New England boy of the nineteenth century. The various phases of a boy's life on the farm are treated. We meet him, for instance, on a typical occasion when his father, before leaving for town, has given him his schedule for the day, with the promise that when all the chores are finished, he may have the remainder of the day to himself. We are introduced to the delights of farming, particularly to the joys which the few holidays afforded. The days recalled with especial delight are the two days in spring and fall when the young cattle and colts are driven to a distant pasture land, and brought back again. There is an interesting section on the part pets play in the life of a normal healthy farm lad. Teachers should read the book for a number of reasons. A careful reading of it will increase the acuteness of that mythical sixth sense, the understanding heart, without which a teacher is a mere pedagogue. It will awaken, too, a latent sense of humor. Teachers should read the book for their own entertainment. Having once become acquainted with the story, they will be in a position to recommend to their students, particularly the boys, a really wholesome tale.

Boy

By Inez Specking, Chicago, Benziger Bros., 1925, pp. 164.

The same characters that figure in the story of "Missy" by this author appear in "Boy," but in this story Boy is the chief character. The time covered is somewhat longer than in "Missy," as this story begins some two years earlier, and carries Boy through his college life and to the eve of his wedding. As the story extends over such a long period, the chapters give sketches of various parts of his life at home, at school, on vacation, at college. He is a real boy, getting into all sorts of mischief, and lording it over his sisters. Being the oldest of the children as well as being a boy makes the hero somewhat tiresome by reason of his superiority complex, but as that is a condition with which teachers also must deal, they will be enabled to get a clearer idea of the why's and wherefore's of boy conduct. Chapter nine, entitled "Boy Raves" is the most enlightening for a teacher.

A Boy's Town

By W. D. Howells, New York, Harper & Bros., 1918, pp. 247.

This book is a reminiscence of boyhood in a town of southern Ohio, in the forties of the preceding century. The chief interest in this record is the way in which the reader is made to see everything through the eyes of a boy between the ages of three and eleven. The story shows vividly that the child's world is a very narrow place, indeed, that the child himself is the major person in it, that everything is valued by the use it can be to the child only, that boys have their own peculiar ideas as to what is right and just, ideas for which they often cannot at a later day give any account. The life and customs of those days, the Christmas and Easter celebrations, the bonfires and fire-balls on election nights, are described as they linger in the memory of the boy. The book is of pedagogical interest because it reveals clearly the child's viewpoint of life.

Boyville. A History of Fifteen Year's Work Among Newsboys

By John E. Gunckel, Toledo, Ohio, The Toledo Newsboys' Association, 1905, pp. 219.

This book is not a story but a history of fifteen years' work among newsboys. It shows how earnest effort to help these little street arabs was well rewarded by the way many of them responded to the well-meant efforts of these who were really helping them to help themselves. Some of these boys had no home and shifted for themselves as best they could, sleeping in some sheltered corner; their highest ideal was to be the leader of "de gang." Others had such poor excuses for homes that it is not surprising that they had no high ideals. This book shows how to make the best of what most people consider absolutely worthless material, by finding what is *good* in the child and building on that with the coöperation of the child. Forced goodness is worth nothing. If the child does not struggle, he will not become strong. "A person must bring himself in touch with the boy, he must learn his ways, his habits; by so doing he learns the best way to approach him and gain his confidence. This done, the rest is easy, because the boy works with you and you simply guide." This is the recipe for success in training children. Numerous instances are given to show how readily a child will respond to real interest, not to mere preachments.

Concerning Paul and Fiammetta

By L. Allen Harker, New York, Charles Scribner's Sons, 1906, pp. 320.

"Concerning Paul and Fiammetta" might be classed as a descriptive narrative rather than a story. The small hero and heroine, Paul and Fiammetta, unusual specimens of childhood, are interesting examples of precocious, gifted children who revel in a dream

world of their own invention. They both are imaginative, resourceful, and actively interested in anything giving promise of a thrill. Paul is a little philosopher; he spends hours alone reading and talking to his imaginary friend, Tonks, or to his many dogs, who are more human in his estimation than grown folks. Fiammetta is delightfully interesting with her grown-up airs, lively imagination, and highly emotional nature. She lives constantly in the world of make-believe. The persual of this book will repay any teacher in the added insight she gains into child life. A better understanding of and keener sympathy for the unusual child must be engendered through acquaintance with unique characters of the type of Paul and Fiammetta.

The Court of Boyville

By William Allen White, New York, The Macmillan Co., 1924, pp. 358.

The "Court of Boyville" is a competent production, told with much sympathetic understanding of boy life. The problem presented is what lies hidden beneath the barriers of boydom. To effect this the author presents a fascinating account of real representatives of boydom. This book is of particular value to teachers, especially women teachers who have never felt as boys can feel, who never reveled in their sports, who are prone to think a ragged, dirty, barefoot boy beneath their dignity, who always look with rigorous consternation upon every outburst of boyishness. To such teachers it paves the way to a deeper insight into boys' actions. It compels the teacher to consider that the greatest hilarity among boys only serves at times to hide the most impenetrable wall of sorrow . . . in a word, it repairs the vision of grown-ups to such an extent that they see as boys see and pass judgment in another sphere — that of true, lively boydom.

Emmy Lou . . . Her Book and Heart

By George Madden Martin, New York, Grosset & Dunlap, 1902, pp. 279.

This story of a motherless child in the care of uncles and aunts is told in a humorous but sympathetic manner. It deals with a little girl's trials and troubles of school life from the time she was called "Emmy Lou" in the primer grades, through the grammar grades where she was "Emily Louise" to the sophomore year of high school where she attained the dignity of "Miss MacLauren." Her first year in school was made difficult because she had entered late and she looked with wonder and astonishment upon the 70 other tots who could glibly recite what was 'worse than Greek to her. But she passed at the end of the year with flying colors because the page she was given to read at examination was one she knew by heart and the fact that she had held it upside down made not a particle of difference to her. She was guileless, conscientious, and by dint of a slow but retentive memory she

climbed the grades steadily. Her "intimate friend," Hattie, gave her many pointers, some correct, some otherwise, about the strange and puzzling matters that were continually cropping up in school life. Teachers will find the methods used in Emmy Lou's school quite different from those of today, but child life retains the same joys and sorrows, the same puzzlement about the ways of grown-ups, who regard as mole hills the things which are as unsurmountable as the Andes to the little child. And how grateful are these little ones for the crumbs of comfort or knowledge dropped them by some sympathetic older person, how they magnify the wisdom and goodness of their teachers until these teachers themselves, by some false move destroy the foundation of their childish faith. This, and much more that is interesting and educative, will be pleasantly brought to notice by Emmy Lou.

Freddy Carr and His Friends

By Rev. R. P. Garrold, S.J., Chicago, Benziger Bros., 1910, pp. 198.

Freddy Carr is one of those boys who is continually getting into trouble. He is a mystery even to his father, who interprets his silence as stubbornness, thus increasing Freddy's trials and driving him almost to despair. Freddy's troubles seem very real; they are told in the first person. One can vividly see Freddy and his little friends at school, and in the home, where his sisters are a considerable trial to him. Freddy amuses the reader in his efforts to straighten out situations for which he is at least partly, if not wholly to blame. This little story of English school life is certainly a good study for teachers because of its faithful portrayal of boy life and boy character. The story emphasizes the fact that a great deal of harm may be done by jumping at conclusions concerning children's misbehavior instead of trying to discover the real cause. The hold which an understanding person can have on a child in keeping him true to his better self is also well portrayed; the necessity of believing a truthful child's version of a prank, and the bad effect of what the child considers unjust punishment or treatment are also vividly brought home to the reader.

Freddy Carr's Adventures

By Rev. R. P. Garrold, S.J., Chicago, Benziger Bros., 1911, pp. 262.

The same group of boys who figured in the above story are now followed in the next year of school life at the Jesuit College. Freddy's troubles are by no means over; in fact, they have progressed into the realm of adventure; they are far more serious than before. The influence of an older boy on his younger companions, the effect of a "holier than thou" attitude, the necessity of explaining to a child that a "bad temper" is *bad* only when directed toward a bad end, that the same force used for a good purpose will be a blessing, and far more than this, the understanding

of some of a boy's problems, can be pleasantly learned from a careful reading of these two stories.

The Golden Age

By Kenneth Grahame, New York, Dodd, Mead & Co., 1924, pp. 241.

In this book the author gives us glimpses into the lives of a family of five children, three boys and two girls, all of school age. Uncles and aunts are their nearest kin, and with them the children make their home. The time is the past century; the place, somewhere in rural England. Their schooling is in the hands of a governess. The incidents narrated give an idea of the comparative freedom which these children enjoyed in their playtime, of their flights of fancy, and of their impersonations from the stories of King Arthur, Grecian and Roman mythology, and English history. It almost seems as if these mythical people had more influence—they certainly were given more respect—than the relatives. The working of the child mind is revealed most charmingly, convincingly, and, no doubt, truthfully in every chapter of the book. It is told in the first person by the second oldest boy. Sometimes the narrator is alone; at other times he is accompanied by one or two of his brothers or sisters; occasionally all are up to mischief. This book shows most clearly the difference in viewpoint, and in the sense of values, between the adult and the child. Difficulties usually arise because the child is hardly ever given a chance to state his side of the story or because his ideas are considered foolish, or of no account. The book also gives the boys' view of the weaker sex, which is not more complimentary than their view of their elders.

Heart

By Edmondo De Amicis, Translated from the Italian by Isabel F. Hapgood, New York, Thomas Y. Crowell, 1922, pp. 349.

"Heart" might be called "An Italian School Boy's Journal." Enrico, a boy of the third grade in an Italian municipal school, noted in his copybook, day by day, the incidents of school life and his own thoughts and feelings regarding them. This book is an enlargement of the boy's notations. In it the school life of an Italian boy, the masters' kind, unselfish interest in their pupils, the coöperation of teachers and parents, and beautiful incidents of ideal home life are brought out impressively.

Teachers would do well to read this book. They cannot but be impressed by the enlightened methods of discipline used, wherein "heart" supersedes "force," the intelligent coöperation between teachers and parents in building up ideal characters in children, the persistent, kindly measures used to instill virtue into young hearts, and the feeling of brotherhood between the rich and poor that is constantly fostered by home and school training.

The Hoosier Schoolmaster

By Edgar Eggleson, New York, Grosset & Dunlap, 1913, pp. 281.

The story depicts the ingenious control a young schoolmaster, Ralph Hartsook, exerted over a school of rough, muscular, apparently incorrigible ruffians, who maintained that "to play a trick on the master was an evidence of spirit; to 'lick' the master was to be crowned hero of Flat Creek." Ralph's tact and prudence, his stolid firmness and grim determination, coupled with justice, kindness, sympathy, and interest in the children, subdued even those who were reputed as invincible. He succeeded in gaining the mastery in spite of the fact that he refused to accept the conventional idea of the parents of Flat Creek that "lickin' and learnin' must go hand in hand." Mr. Hartsook's unpretentiousness, his unselfishness, and deeply religious spirit conquered Bud, the ringleader of the school, who had merited the title of "Hero of Flat Creek" by "licking" a former master. Bud's defiance was transformed into a loyalty that later rescued the schoolmaster from unjust imprisonment. For a teacher who wishes guidance in matters of school discipline "The Hoosier Schoolmaster" is invaluable. Ralph Hartsook is typical of the teacher possessing an integrated personality that commands the respect, love, loyalty, and good will of all children, even the most undisciplined.

Jeremy

By Hugh Walpole, New York, George H. Doran Co., 1919, pp. 304.

Jeremy is introduced to the reader on the morning of his eighth birthday, December 8, 1892, in a cathe-

dral town of England. This day marks the beginning for Jeremy of the feeling of superiority which causes many misunderstandings. The other members of the family are his two sisters, the nurse (called Jampot because of her shape), the father and mother, and a bachelor uncle and aunt. A stray dog which Jeremy has taken in, is objected to by the nurse who says either the dog must go or she will. The mother has no objections to the nurse leaving, so the dog remains; he is named Hamlet by his new master. A governess is employed for the children, who await her coming in great suspense. They are disappointed in her and find that they can do just as they please with her; in fact, they almost drive her to distraction with their many little ways of defying her. Jeremy happens to find out that she is in reality suffering and ill; he is touched with compassion and promises her that he and the girls will be very good. He repeats the same promise to his mother who is on the point of dismissing her for incompetence, as one of the servants has told the mother that the governess has no control over the children.

The book is brimful of child psychology. First, Jeremy's birthday mood, his squabbles with Helen about his increased rights; then the tragedy of being forced to stay at home from the pantomime because of a hasty *yes* which should have been *no*, his stubbornness, the injustice of his punishment, the realization that grown-ups can tell and act lies with seeming impunity, are all good food for thought for the teacher. The quickness and sureness with which children find the weak spots of their elders is clearly shown, also that their heartlessness is due to lack of understanding, not to meanness.



New York City officials award prizes to grade school children for the best essays on Fire Prevention. Both parochial and public schools were represented—International Newsreel Photo



MAIN ENTRANCE, ST. MARY'S COLLEGE HIGH SCHOOL, BERKELEY, CALIFORNIA

—John J. Donovan, Oakland, Calif., Architect

A Notable Boys' High School

St. Mary's College High School

THE new building of the St. Mary's College High School at Berkeley, Calif., is the classroom unit of an interesting institution. It is deserving of study because it suggests several interesting solutions for the problem of a boys high school in which there are both day and boarding students.

The building is located on a site of approximately twenty acres, most conveniently located in an attractive residence section of Berkeley, California's college

city. The school is accessible to street cars and railway stations and is, at the same time, sufficiently removed from public amusements and business activities to provide the isolation which a school of this type requires. The location consequently helps the school attendance and, at the same time, aids the Brothers in solving the disciplinary and study problems.

The school is conducted by the Christian Brothers as an independent secondary institution. Many of the stu-



FRONT VIEW — ST. MARY'S COLLEGE HIGH SCHOOL, BERKELEY, CALIFORNIA

—John J. Donovan, Oakland, Calif., Architect



CHAPEL — ST. MARY'S COLLEGE HIGH SCHOOL, BERKELEY, CALIFORNIA

dents are preparing for entry into St. Mary's College at Moraga, Calif., and the courses necessarily emphasize classical and college-preparatory work. The high school has a record of fine service as is testified by the success of its graduates in university and college work and in life. About one half of the present enrollment is resident students, and the other half is day students.

The site was formerly a fine old homestead, and time as well as the care of the former owner have left very friendly marks in the shape of beautiful shrubbery and full-grown trees, beautifully located. The Brothers have developed gardens of flowers, shrubs, and lawns, which have enhanced the original beauty of the site and which give an adequate setting to the new building.

The absence of certain ordinary facilities of a high school should be explained in order to make the plan clear. The old homestead has been modified and enlarged for use as a residence hall. An old building on the site serves very satisfactorily for gymnasium and auditorium purposes. The day is, however, not far distant when the St. Mary's High School and its beautiful campus will be entirely rebuilt according to a comprehensive scheme, with a new academic building as the integral part. The building here illustrated has been designed and located to form an integral part of a future comprehensive building program.

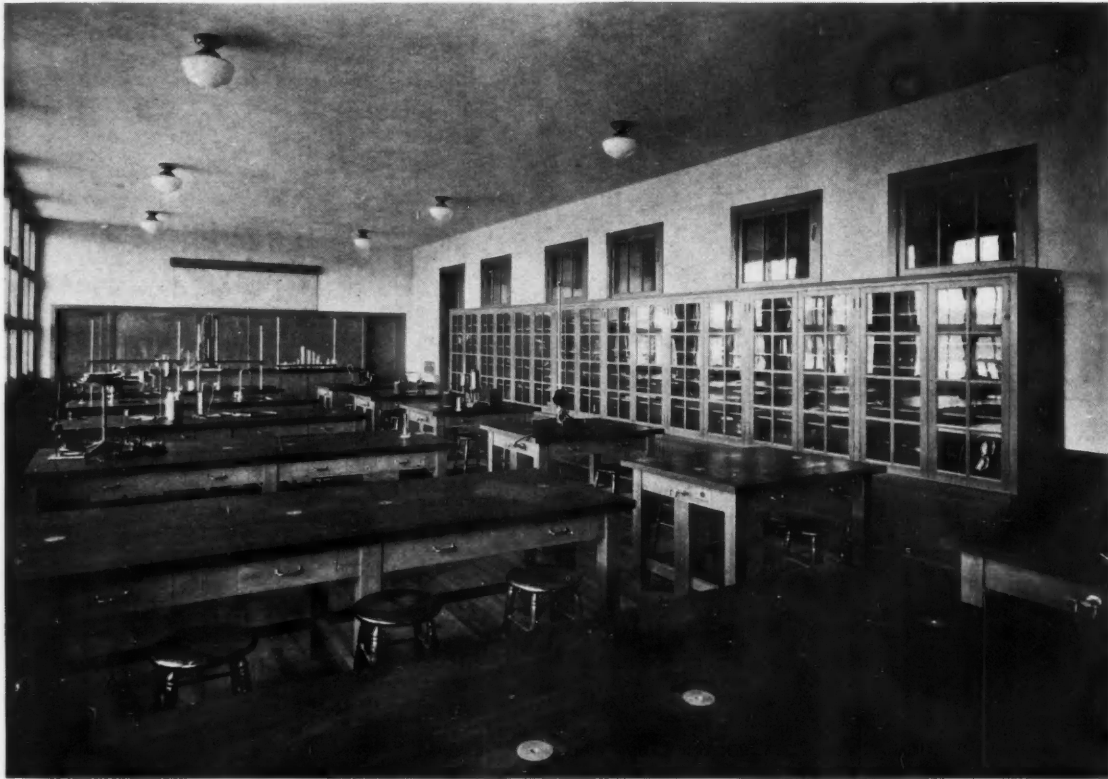
The building which was designed by Mr. John J. Donovan, A.I.A., Oakland, Calif., has a number of fea-

tures worthy of study. The configuration of the site was taken advantage of in locating the cafeteria, the kitchen, the Brothers' dining rooms, and the recreation rooms above grade. The kitchen has been worked out for economy of space and operation, and has been fully equipped with labor-saving devices. The students' dining room is operated on the cafeteria plan, which permits of a wider range of choice of foods than is ordinarily possible in the older types of boarding-school dining-room service. The cafeteria is accessible from the outside and the arrangement of the kitchen, etc., is such as to keep cooking smells out of the building. Recreation rooms adjoin in such a way that they are closely associated with the cafeteria.

The first floor contains classrooms, the students' chapel and study hall, a library, a suite of offices and parlors, a library for the Brothers, and a community room for the boys. It is interesting to note that the study hall and the chapel adjoin in such a way that on gala occasions the study room can be opened up for additional chapel seating.

On the second floor there are six classrooms for academic subjects, three large laboratories, science storage rooms, a room for mechanical drawing, a typewriting room, a study hall, and various minor rooms for storage, etc.

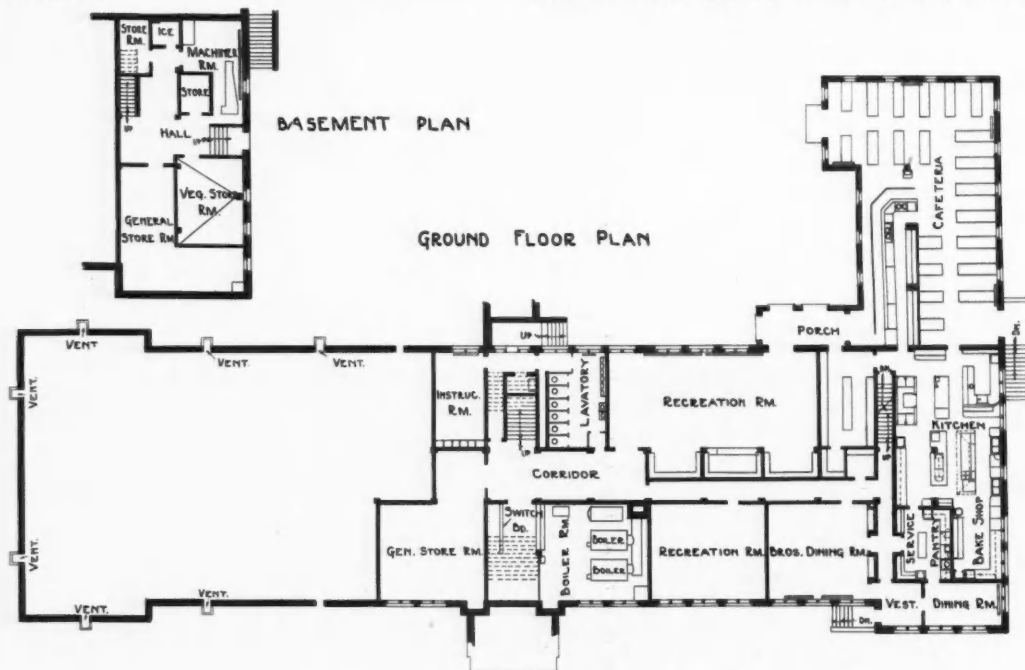
The living wing for the Brothers has been planned for economy of space and for utility. The wing can



PHYSICS LABORATORY — ST. MARY'S COLLEGE HIGH SCHOOL, BERKELEY, CALIFORNIA

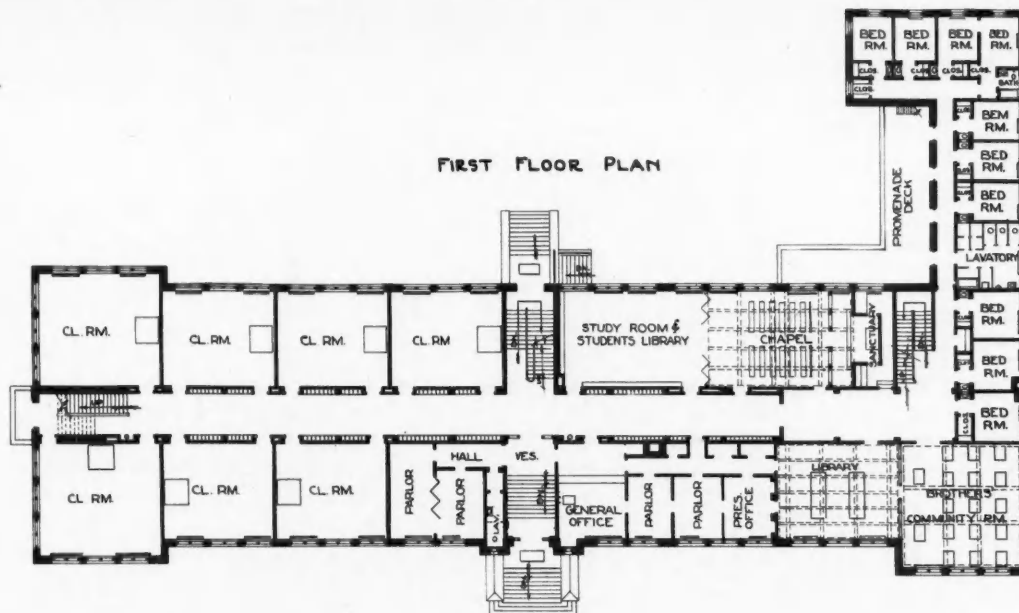
be entirely shut off from the balance of the building, without interfering with access to the chapel, the dining room, etc. A walk has been provided, where the Brothers may enjoy outdoor recreation during inclement weather.

The building is constructed of reinforced concrete columns, floor slabs, and stairs. Reinforcement against earthquake consists of concrete cross ties or studs, which have been employed to withstand possible disturbances. The exterior walls are of brick masonry,



ST. MARY'S COLLEGE HIGH SCHOOL, BERKELEY, CALIFORNIA

—John J. Donovan, Oakland, Calif., Architect

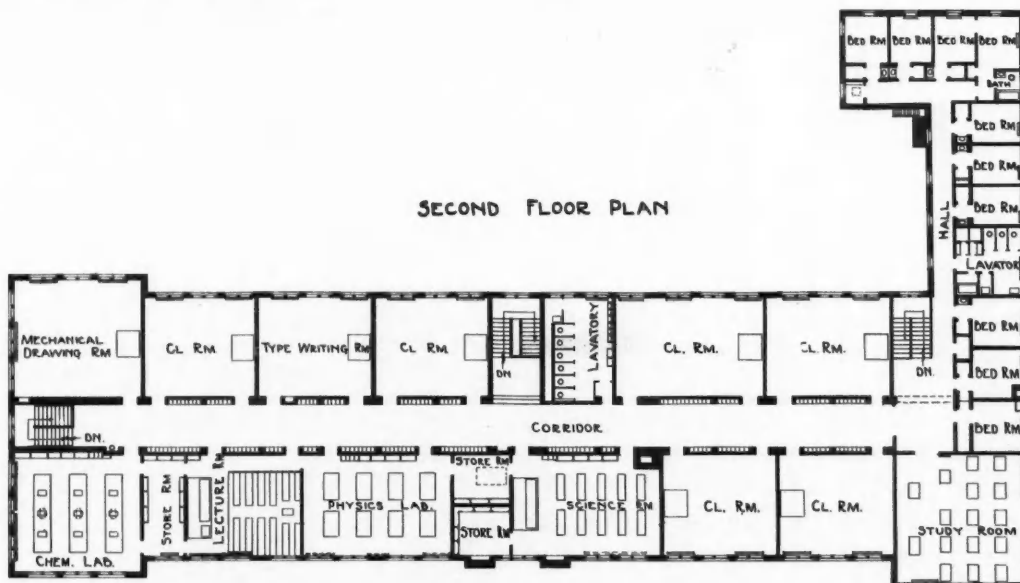


ST. MARY'S COLLEGE HIGH SCHOOL, BERKELEY, CALIFORNIA

faced with a very fine quality of mottled press brick, buff in tone. The main portion of the roof is covered with Spanish Cordova tile; the flat sections are built of composition roofing. The exterior ornament has been carefully limited to the entrances and consists of architectural terra cotta.

The building has been very completely equipped for the educational service which it is to render. In fact, the outlines of the requirements for the building and for the entire equipment and furniture were first worked out by the teaching staff and developed with their cooperation by the architect.

The classrooms have floors of selected maple, plaster walls and ceilings. Breeze windows and large transoms above the classroom doors are provided, to permit of air currents during warm weather. Natural-slate blackboards are used in the classrooms, which are also equipped with intercommunicating telephones and program clocks. It is not planned to use the classrooms at night, and for that reason, the artificial lighting has been limited to service lighting only. The classrooms are, however, fully wired to permit of ready installation of lighting fixtures if the building should be used at night.



ST. MARY'S COLLEGE HIGH SCHOOL, BERKELEY, CALIFORNIA

—John J. Donovan, Oakland, Calif., Architect



REAR VIEW — ST. MARY'S COLLEGE HIGH SCHOOL, BERKELEY, CALIFORNIA
—John J. Donovan, Oakland, Calif., Architect

The schedule of rooms and the tabulation of bids is appended for readers of the JOURNAL who may have a similar problem.

Contents of Building

Sub-Basement, 33 by 70 ft.,

Contains:

General storeroom

Vegetable storage room

Refrigerating equipment room

Ground Floor

Contains:

General storeroom, 26 by 24 ft.

Lay instructors' room, 12 by 23 ft.

Boiler room, 23 by 27 ft.

Boys' recreation room, 23 by 52 ft.

Brothers' recreation room, 23 by 28 ft.

Boys' lavatory, 16 by 23 ft.

Brothers' dining room, 23 by 26 ft.

Storeroom for kitchen, 13 by 31 ft.

Kitchen, 26 by 46 ft.

Private dining room, 10 by 19 ft.

Pantry, 14 by 17 ft.

Cafeteria, 33 ft. 6 in. by 64 ft.

First and Second Floors

Contain:

13 Classrooms, each approx. 23 by 27½ ft., 30 seats each

1 Study hall and student's library, 23 by 36 ft., 50 seats

1 Typewriting room, 23 by 27½ ft., 30 seats

1 Mechanical-drawing room, 27½ by 30 ft., 30 seats

1 Chemistry laboratory, 27½ by 30 ft., 36 seats

1 Chemistry storeroom, 10 by 23 ft.

1 Science lecture room, 23 by 27½ ft., 48 seats

1 Physics laboratory, 23 by 36 ft., 32 seats

1 Physics laboratory storeroom, 14 by 11½ ft.

1 General science and biology laboratory, 14 by 11½ ft., 20 seats

1 General science and biology storeroom

1 Bookkeeping room, 23 by 27½ ft., 30 seats

Administration

1 General office, 23 by 16½ ft.

1 Parlor, 23 by 11 ft.

1 Parlor, 12 by 16 ft.

3 Offices, each 11 by 15 ft.

Chapel

Seating area, 23 by 30 ft.

Sanctuary, 23 by 13 ft.

Sacristy, 5 ft. 6 in. by 7 ft.

Brothers' Library, 23 by 30 ft.

Community Room, 29 ft. 6 in. by 30 ft.

Scholastics' Study Room, 29 ft. 6 in. by 30 ft.

First and Second Floors

Contain:

20 Brothers' bedrooms, average size 10½ by 12 ft.

1 Brothers' lavatory on each floor. Each contains: 3 water closets, 1 bathtub, 2 showers, 1 urinal, 1 slop tray.

Total Students' Stations, 666.

Bids Received December 16, 1926

<i>Contract</i>	<i>Low Bid</i>	<i>Second Bid</i>	<i>Third Bid</i>
General	\$165,760.00	\$174,268.00	\$174,504.00
Plumbing	12,620.00	12,620.00	12,620.00
Heating	13,170.00	13,170.00	13,170.00
Electrical	11,990.00	11,990.00	11,990.00
Kitchen Equip- ment	4,790.00	4,790.00	4,790.00
Refrigeration ..	5,413.00	5,413.00	5,413.00

Subtotal ... \$213,743.00 \$222,251.00 \$222,487.00

Architect's Fee

6% 12,824.58 13,335.06 13,349.22

Total \$226,567.58 \$235,586.06 \$235,836.22

Total Floor Area, 50,653 sq. ft.

Total Cubage, 798,917 cu. ft.

<i>Contract</i>	<i>Per cent. of whole</i>	<i>Cents per sq. ft.</i>
General	\$165,760.00 = 73.36	
	226,567.58	
Plumbing	12,*20.00 = 5.56	
	226,567.58	24.9
Heating	13,170.00 = 5.78	
	226,567.58	26
Electrical	11,990.00 = 5.27	
	226,567.58	23.6
Kitchen Equipm't	4,790.00 = 2.17	
	226,567.58	
Refrigeration	5,413.00 = 2.38	
	226,567.58	
Architect's Fee ...	12,824.58 = 5.48	
	226,567.58	

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick

Editor

THE CONSOLIDATION OF THE SISTERS OF MERCY

The consolidation of 39 motherhouses of the Sisters of Mercy of the United States, affecting over 5,000 Sisters, is significant for Catholic education. While the consolidation in itself will not improve the personnel of the order in the performance of its works of mercy and charity and education in schools, hospitals, orphanages, or homes for working girls, it makes possible significant educational steps and organization for the improvement and development of personnel all along the line.

Such a national grouping makes possible the building up at motherhouses of an overhead organization of expert services that could bring to every teacher, no matter in how small a place she may be teaching, the results of the latest research, and the most practical suggestions from the ripe experience of the older teachers in the Order. It will make possible a clearing house of the current experiences in all schools, and tend to make the best contagious in all. The community school visitors can be made more effective by conference and by virtue of such an overhead organization as we suggest for facilitating their work.

Such consolidation will make possible the relief of Sisters for an occasional year of study, and for cultivating further the intellectual life of the community. Such consolidation makes possible, too, more economical and more effective care of the sick and infirm and of the aged, by virtue of the special attention that can be given to these problems and by virtue of the numbers affected.

CATHOLICS IN AMERICAN EDUCATIONAL HISTORY

One of the striking facts in the histories of education in the United States is that no record is made of the Catholic contributions. We have just been reading the history of one of the religious Orders, and are struck by the extraordinary sacrifice and devotion exhibited in the establishment of parochial schools, even in the latter half of the nineteenth century. It is a stirring story of educational pioneering. We should like to have the CATHOLIC SCHOOL JOURNAL the place to make available that extraordinary record.

We should like to see that record told simply, in a straightforward manner based on documents and recording actual achievements rather than pious aspirations or merely roseate descriptions. The historian of American civilization, as well as of American educa-

tion, certainly will not neglect such a record if it is competently done, and readily available.

THE HISTORY OF EDUCATION

This train of thought suggests a further one. The history of education, particularly as written in this country, is essentially Protestant in its tradition and its emphasis. We shall consider within the scope of the CATHOLIC SCHOOL JOURNAL articles on the educational aspect of the works of such men as St. Augustine, St. Francis de Sales, St. Ignatius of Loyola, etc.

We should like to see others do what we have ourselves attempted in the "Foundations of Christian Education," the study of the sources of the Christian education. We should like to see more studies of Christ as teacher and educator. We should like to see studies of Christ as a teacher, which do not proceed on the assumption that because He was divine, His method was perfect, but rather reverently studied in its human aspects and more from the standpoint of His students.

We should like to have a competent study of the tradition of the Church in the earliest centuries stressing its educational phases. We should welcome an authoritative study of the beginnings of the catechetical method, and its subsequent history. There is opportunity, too, for studies of the influence of Catholic educational and philosophical ideas in modern educational practice. And that, too, opens a wide field.

SUPERVISION OF PAROCHIAL SCHOOLS

Education offers the greatest opportunity for dilettantism. It is a subject on which we all talk most glibly, with greatest assurance and with utter finality. The most certain recipes for bringing up children will be given with greatest unction by those who have done no intensive reading in the field, have no professional training, and do not have the chastening experience of their own children, or of standing in *loco parentis*.

One of the most difficult problems in the whole range of educational administration is the supervision of instruction. Nothing requires so extensive a knowledge of child nature, of school organization, including class management, of the elements and sequence of the materials of the course of study, of the methodology of education, and of the extraordinarily specialized range of knowledge, skills, and appreciation that are included in that term, sensitiveness to the "touch of nature that makes the whole world kin," to the impact of personalities in the classroom and on the playgrounds, to the necessity of self-discovery on the part of the student are essential qualities for the supervisor.

Besides this, highly specialized knowledge which is required by the supervisor and the knowledge of techniques set out in Sister Salome's *The Community School Visitor*, the job of supervision is such as to require the full time and utter devotion of people in a school system.

This makes it necessary that the supervision of Catholic schools be in the hands of people: (1) who have

been adequately trained for it on a highly professional plane; (2) who have a sufficient classroom experience to know the actual problems and to have the intelligence to apply the knowledge to the actual problems; and (3) who have the time and to whom the responsibility is a direct and major one and not merely incidental.

To what extent do the conditions of Catholic education make such supervision possible? To what extent do the conditions of Catholic education make such constructive professional supervision impossible, or at least accidental? The questions are raised to have the problem frankly faced in the field, and to stimulate our readers to express themselves upon it.

SELECTION AND EMPLOYMENT OF SCHOOL JANITORS

Someone has said that "a good janitor is harder to replace than a good teacher." Whether true or not, the fact remains that the janitor-engineer performs an important function in making the schoolhouse a desirable place to live in, and in imparting a certain efficiency and momentum to the work performed by both teachers and pupils.

There is a tendency, however, to underestimate the importance of the position. The selection of a school janitor is frequently made with the thought of favoring someone who belongs to the parish and happens to be out of employment. The pastor and the trustees are actuated by a feeling of charity. The man needs a job, his family needs the income. If he is slow and slovenly there must be leniency. In brief, a charitable attitude is maintained.

There is, however, another side to the question. The teachers and pupils have rights which the parish must respect. The retention of an incompetent janitor-engineer may, in the light of the true objectives of the school, prove to be a very uncharitable proceeding.

A group of educators who recently made a study of janitorial service gave voice to the following: "We, as school superintendents, for several years have endeavored to improve our educational qualifications. We have pursued courses in educational supervision, plant management, school administration, and others designed to improve us as school officials and managers. How many of us have taken a course in janitorial supervision, janitorial training, or janitorial technique? Not many. Yet we frankly acknowledge the janitor's work has a direct effect upon teaching efficiency; it influences the health of the child, and to a large extent determines maintenance and insurance costs. We establish elaborate health programs, prepare detailed educational-supervision plans, organize maintenance forces, and pay increased insurance premiums as a matter of course, while one of the determining factors of all these, the janitorial service, is almost completely ignored."

While political considerations may hold an incompetent janitor in the public-school service, an

erroneous conception of charity may hold an equally incompetent janitor in a parish school.

It remains, however, for those who are responsible for the efficient administration of the school plant to secure a proper estimate of the janitorial job, fill the same with some discrimination as to the man and the work to be done by him, pay him a living wage, and then hold him rigidly to his duties.

COMMON MISCONCEPTIONS REGARDING SCHOOL TEXTBOOKS

The parish schools have never been overburdened with textbooks, and yet it is not claiming too much to hold that school textbooks are discussed with greater frequency than any other class of books by those who are called upon to buy and pay for them. The general charge is that schoolbooks cost too much money, that changes in textbooks are made altogether too frequently, and that the schoolbook business is a great monopoly.

None of these charges can be sustained. To begin with, the expenditure for textbooks constitutes only a small item in the total school costs, except when the number of school children is large and the family income is comparatively small.

The modern schoolbook is cheaper than any other class of books. As a rule it is printed on better paper, more durably bound, and marketed at a lower cost than the great run of books intended for an adult reading constituency. The fact that schoolbooks must stand the wear and tear of the youthful user has prompted the publisher to contemplate the factor of durability. The further fact that schoolbooks are annually consumed in great quantities has lowered the cost of production. Then, too, the competitive attitude of the several educational publishing houses has tended to keep prices within reasonable limits.

The complaint is heard from time to time that textbook changes are engaged in with greater frequency than is really necessary. Schoolbooks have been subject to improvement like everything else. The parochial school must keep abreast of the march of progress. It is true that the Blue Back speller and McGuffey's readers of several decades ago have been superseded by newer and better books, but it is also true that the average life of a textbook is something like twelve years, and that the changes have not been too frequent.

The parent that is called upon to buy a third reader for his child in place of a second reader may imagine that this is due to a textbook change. The fact that the child has passed from a lower to a higher grade may have escaped his attention. Necessarily the passing from one grade to another involves the use of different textbooks. But, this by no means implies that a change in the list of textbooks has been made.

The fact remains that the textbooks found in the American schools are attractive in style, and durable in make-up, and are marketed throughout the country at a reasonable cost.

The Elves and the Shoemaker

Kathryn Busch Heisenfelt

An Old Story Told in a New Way

The Characters as they appear:
Tommy, the Shoemaker's Grandson
First Boy, Second Boy, Third Boy, Fourth Boy
The Old Shoemaker
The Poor Lady
The Elves: Thump, Bump, Lump, Jump, Biff, Bang,
Whang, Hammer, Stammer, Twee
Two Customers: The Mother; Anne her daughter

SCENE I

[The scene is laid in the home of the poor old shoemaker. There are three entrances to the room. One is a door at the right which leads to the bedroom and kitchen; another door at the left opens on the street; in the center is a large window through which the Elves come in. There is a large worktable at the right with two chairs beside it. At the left are several chairs for customers.]

As the curtain rises, we see Tommy working at the table. He is dressed very poorly and seems sad. He pounds awhile at a big shoe. He puts it down, sighs, and goes to the window and looks out. Several boys pass.]

FIRST BOY. Hello Tommy. Come out and play.

SECOND BOY. We're going to Dick's house.

THIRD BOY. He has a brand new pony!

FOURTH BOY. Come, Tommy. I'll let you have a ride!

TOMMY. I can't. Grandpa needs me at the store.

SECOND BOY. Oh, come on!

THIRD BOY. The old store won't run away.

TOMMY. No. — Some other time.

FIRST BOY. You'll miss a lot of fun!

FOURTH BOY. Come, fellows, I want you to see my pony.

[They go down the street laughing and talking. Tommy stands there awhile. He turns and goes back to the table and picks up the shoe. He tries not to cry, but a big tear splashes down his cheek. He quickly wipes it away with his sleeve. He is ashamed of himself, squares his shoulders, stands and sings:]

TOMMY. [Sings to the tune of London Bridge is Falling Down.]

All the boys can go and play;
I must stay
Every day!
But I won't cry —
I'll dry my eye
And Keep On Smiling!

Let them go and have their fun —
When it's done
Nothing's won.
Honest work
I'll never shirk
But Keep On Smiling!

[The song cheers him, and when he finishes he smiles and goes back to his work. The tapping of Grandpa's cane is heard off right. Tommy goes to the door and helps Grandpa to his chair by the worktable.]

Grandpa is very, very old and has a white beard. He is thin and bent and moves slowly.]

GRANDPA. I heard you singing, Tommy. You've a brave heart. A lad who sings at his work while other boys play.

TOMMY. I'd rather help you, Grandpa. I don't mind a bit.

GRANDPA. Yes, you do, Sonny. Every boy wants to have some pleasure, and it's right he should. — Did any customers come in today?

TOMMY. [Slowly.] No, Grandpa — but maybe some will come after while.

GRANDPA. Always the hopeful lad, aren't you? But I'm afraid no one will come. Our leather is old and the shoes we make do not sell.

[There is a timid knock at the door — left.]

TOMMY. There's someone at the door! Maybe someone to buy shoes!

[Tommy runs to the door and opens it. A poor, old lady stands there. Her clothes are even more ragged than Tommy's or Grandpa's. Over her stooped shoulders is a worn shawl which she holds tightly.]

LADY. Are you the master of the house, sir?

TOMMY. No, ma'am — but come in. [To Grandpa.] Here's a lady to see you, Grandpa.

[Grandpa rises and goes left.]

GRANDPA. Come in, ma'am. Is there anything I can do for you?

LADY. Oh, sir, it's a long time since I've had even a crust of bread! Could you help a poor woman in need? I do not care for myself, sir, but I have a little one.

GRANDPA. Won't you sit, ma'am? You seem very tired.

[He motions to one of the customer's chairs.]

LADY. That I am. Since early morning I have been pleading for a bit of bread. Everyone was too busy or in too much of a hurry to listen. [She sits.] You are very kind, sir.

GRANDPA. [To Tommy.] Lad, in the pantry is a loaf of bread and a jug of milk — bring it please.

TOMMY. Yes, Grandpa. [*He goes out — right.*]

GRANDPA. You see we are not very grand people. We have little to give — but what we have we'll gladly share with you.

TOMMY. [*Outside.*] There's only half a jug of milk, Grandpa — shall I pour some into the bowl?

GRANDPA. [*Looks at Lady — then to Tommy.*] No, Sonny — bring the jug.

GRANDPA. [*To Lady.*] The milk will bring roses to the cheeks of the little one.

[*The Lady smiles gratefully.*]

[*Tommy enters right with the jug and the bread which he has wrapped in a cloth. He gives them to Grandpa.*]

GRANDPA. Here, my good Lady — I wish we had more to give.

LADY. [*Rising.*] Oh, thank you, sir! May God bless you!

GRANDPA. Thank you, ma'am. Tommy, show the Lady to the door. She is wanting to bring the milk home.

[*Tommy does so.*]

LADY. [*Pausing at door.*] You're a good, kind laddie — may Heaven reward you!

TOMMY. Thank you, ma'am — good-by!

[*The Lady hurries away.*]

[*Grandpa goes to the table and sits. Tommy looks after the Lady, then goes to table.*]

GRANDPA. Well, Lad, we've a bit of bread and water for this day. — —

TOMMY. I don't mind, Grandpa; I'm not hungry.

GRANDPA. [*Patting his arm.*] But we've more than bread. We have the joy that comes with giving.

TOMMY. That's better than customers anyway — isn't it, Grandpa?

[*Grandpa nods and smiles. They go at their work happily as the curtain falls.*]

SCENE II That Evening

[*The room is in a half-darkness as the curtain rises. Nothing seems to be happening, when all at once we hear a humming sound. It grows louder and presently the Elves come in the window—center.*]

They are all dressed in brown, with long caps. They wear belts with a hammer tucked in at the left.

Each Elf carries a shoe on his right hand, shouldering it as if it were a gun; the first Elf has his left hand at his waist — each of the others has his left hand on the waist of the one before him.

They make a Snake Figure until they reach the front. They hum softly till they make a line, holding shoes as before.

THUMP. Toes out! Chests out! Mark time! One, two! One, two!

[*They mark time, left, right.*]

THUMP. Squat!

[*They all sit cross-legged in a row. Thump remains standing.*]

THUMP. Are we all present? Let's count noses.

[*They turn their noses toward him.*]

THUMP. [*Calling the roll.*] Bump!

BUMP. Present.

THUMP. Lump!

LUMP. Present.

[*He calls them all. They all answer till he comes to Twee.*]

THUMP. Twee!

TWEE. I'm here, too.

THUMP. You must say Present, Brother Twee.

TWEE. [*Ready to cry.*] I — I haven't any!

[*The others begin to laugh.*]

THUMP. Silence, men! What do you mean, Brother Twee?

TWEE. Today's my birthday and no one remembered it. I didn't have any *present* — not even a cake! [*He begins to cry.*]

ALL THE ELVES. Is it your birthday? We're so sorry! We forgot!

THUMP. How old are you, Brother?

TWEE. I'm 777 years old today!

THUMP. Just a child. Well, you shall have a nice birthday cake — we'll see to that, won't we, Brothers?

ALL THE ELVES. We'll see to that all right!

THUMP. And the cake shall have 777 pink candles! But we have work to do first. Are you ready, men?

ALL THE ELVES. We are, Brother Thump!

THUMP. Place shoes! [*They put shoes on floor at their left.*]

THUMP. Take hammers! [*They take hammers in right hand.*]

THUMP. Take shoes! [*They put their left hands in shoes.*]

THUMP. Shoes, Up! Hammers, Up! [*They lift both hands high.*]

THUMP. Beeeeee — Gin!

[*All the Elves pound the shoes keeping time while they speak.*]

ELVES. Biff, Bang! Biff, Bang! Thump, Whang! Bump, Whang!

That's the way we work — O! Never, never shirk — O!

Pound the heel; pound the toe;

Do the neatest job we know!

Biff, Bang! Biff, Bang! Thump, Whang! Bump, Whang!

Here's a dandy shoe — Ho! Shining bright and new — Ho!

Place them so — In a row! [*They put them down — five pairs of shoes.*]

Now it's time to go!

THUMP. Good work, brothers. Is every little nail in place?

ELVES. Every little nail.

THUMP. No sharp corners to make holes in peoples' socks?

ELVES. No sharp corners, Brother Thump.

THUMP. Very well. We will now sing our closing song. No sneezing between verses. To make sure we'll all sneeze now. Stand, Brothers and — sneeze. [*They follow orders. They all take a large handkerchief from a right pocket and sneeze three times together.*]

THUMP. Nothing like a good sneeze to tune up. Are you ready?

ELVES. We are ready, Brother Thump!

THUMP. Begin!

ELVES. [*Singing to tune of Three Blind Mice.*]

Work is done

Now for fun!

Every one

Skip and run!

Grandpa helped the poor lady today,

Tommy stayed in and did not go
and play,

That's why we've done all their work in
this way

It's lots of fun!

[*They exit center with same step as at entrance, but place hands on shoulders of boy ahead this time. They hum the song as they go. The humming dies out in the distance. All is quiet. The curtain falls.*]

SCENE III

The Next Morning

[*Grandpa and Tommy enter right.*]

GRANDPA. Another day, Tommy, another day.

TOMMY. Did you sleep well, Grandpa?

GRANDPA. Not as well as you, no doubt — but I napped a bit. Open the window, lad; let in the healthy sunlight.

TOMMY. Why, Grandpa! The window is open!

GRANDPA. That's strange! Oh, well, maybe we forgot to close it last night. [*Grandpa sits at worktable*]

TOMMY. I'm going to get the broom and sweep up a bit. [*Goes out right.*]

GRANDPA. That's a good boy. [*He works at a shoe.*]

TOMMY. [*Enters right with broom.*] I'll start here. [*Sees shoes.*] Grandpa! Look here! Five new pairs of shoes! Look! [*Grandpa comes to him.*]

GRANDPA. Bless me! Where did they come from?

TOMMY. [*Suddenly.*] I know, Grandpa! The Lady —

GRANDPA. What do you mean, Lad?

TOMMY. You've always said that every kind deed we do comes back to us in greater measure!

GRANDPA. I believe you're right, Tommy. My! Aren't they fine shoes! Put them on the table. I'm afraid I can't bend to pick them up.

[*Tommy picks up the shoes and gives them to Grandpa who places them on worktable. A lady and her little girl come in left and sit in the customers' chairs. Grandpa and Tommy are so busy looking at the shoes they see nothing else.*]

LADY. I'm sure the old Shoemaker has nothing to fit you, Anne.

ANNE. Oh, let's see, Mother. Please!

LADY. I feel sorry for him, too, but if he has no shoes we can't buy. But we'll ask him. — Mr. Shoemaker!

GRANDPA. Oh, pardon, me, ma'am. I was so interested in the new shipment I did not see you come in.

ANNE. A new shipment? I thought you made all your own shoes — do you think you have a pair to fit me?

GRANDPA. Just a moment. [*He takes a measure from his pocket and finds her size.*]

TOMMY. [*Who has been watching.*] We have the size, Grandpa! I'll get it. [*He runs to the table and comes back with a pair of shining slippers.*]

ANNE. Oh, Mother! Aren't these pretty. Let me put them on myself. [*She does so and stands.*] Mother, I feel as though I had to dance in these! The fairies must have made them! [*She dances.*]

GRANDPA. Maybe the fairies *did* make them — who knows?

MOTHER. They are fine shoes. My little girl shall have them.

ANNE. Thank you, Mother. I'll be oh, so careful.

MOTHER. [*Looking at table.*] I believe I see a pair over there that would fit me. Yes, that's right. Please let me try them.

[*Tommy brings them to her. They fit perfectly.*]

MOTHER. [*Rising.*] Why, I feel like a little girl again! Surely these are magic shoes! Please wrap my old ones for me.

[*Tommy takes old pairs to table and wraps them.*]

MOTHER. [*To Grandpa.*] How much will the two pairs be, Mr. Shoemaker?

GRANDPA. Would *five dollars* be too much, ma'am?

MOTHER. *Five dollars?* For two such pairs of shoes? I am an honest woman, Mr. Shoemaker. *Ten dollars* is little enough for them. Here they are. [*She gives him the money.*]

GRANDPA. Thank you, ma'am.

MOTHER. You have three pairs on the table, I see. A pair of men's shoes, and two pairs for boys. Let me see the sizes. Just the thing! My husband will be in later today to get them for himself and our boys. Be sure to save the shoes for them, sir!

GRANDPA. I will do that, ma'am.

TOMMY. Here are your shoes, ma'am.

MOTHER. [*Taking them.*] I thought these were fine, but they'll seem very shabby now that I have the new shoes.

ANNE. Let me carry them, Mother.

MOTHER. [*Gives bundle to Anne.*] Thank you, dear! Good-day, sir. — Good-day, little boy.

[*Tommy opens the door for them. They go out smiling.*]

[*Grandpa and Tommy look at each other — they are too happy to speak at first.*]

GRANDPA. Ten dollars! So much wealth!

TOMMY. Isn't it wonderful?

GRANDPA. It is wonderful — wonderful. I cannot believe it's true!

TOMMY. Grandpa — —

GRANDPA. Yes, Lad?

TOMMY. Couldn't we give the poor Lady something, too?

GRANDPA. I like to hear you say that, Tommy.

TOMMY. We'll get her —

GRANDPA. Wait, Lad. Give me my hat—it's in there. [*Points right to bedroom. Tommy brings it.*]

GRANDPA. Now we will buy a great basket of fruit for the Lady.

TOMMY. And cookies and cakes.

[*They move toward door left.*]

GRANDPA. We must not forget nice, fresh vegetables.

TOMMY. Do little children eat vegetables, Grandpa?

GRANDPA. If they don't, Tommy, it's a shame!

[*They go out talking excitedly. The curtain falls.*]

The Milwaukee Religious Vacation Schools

THE idea of having religious vacation schools, taught by Sisters, in those communities of the archdiocese of Milwaukee where there are no parochial schools began in 1925 under the auspices of the Archdiocesan Council of Catholic Women, with the approval of the archbishop, Most Rev. Sebastian G. Messmer, who appointed Rev. Joseph F. Barbian, diocesan superintendent of schools, director of the project.

After studying the reports of other vacation schools throughout the country a plan was adopted and submitted to pastors who might be interested. The schools were to open June 29 and to close July 31, with classes in the forenoon only. There was to be a half hour for recreation. No session was to last more than an hour and a half. The Sisters would give religious instruction while lay women were to assist in recreation.

Securing Sisters

"We asked the Orders having their motherhouses in Wisconsin for Sisters, so we had no difficulty in getting teachers," said Miss Katherine Williams, chairman of the committee on vacation schools. "Two teachers were assigned to each school. We had 28 Sisters in all the first year."

Maintenance of Sisters

"The Sisters lived in parish houses or were entertained in private homes. The pastor paid a small offering to each Sister besides providing living accommodations and transportation expenses. All the Sisters liked the work—it seemed worth while. They volunteered to come back the next year. And the Mothers Provincial approved the plan . . . and promised all the Sisters needed for next year."

Schoolrooms

Nothing could stop the work from going on. In some places classes were held in the church. One class would

be held in the sacristy and one on the main floor of a church. Sometimes schoolrooms were used if they were available, and in some places a vacant lot was used.

The work has been carried on for four years. In 1926 there were 13 schools; in 1927, 20; in 1928, 32; and in 1929, 28.

Attendance

In four years the attendance almost doubled. The enrollment this year (1929) was over 1,500 all boys and girls between 4 and 17 years of age. The average attendance for all the schools was 98 per cent. In order to attend, some children came as far as seven miles. They walked; they came on milk trucks; they begged rides on the highway. Neighbors grouped together and parents took turns bringing them in. In one town, a milkman stopped before the door of the church—there was a rattling of milk cans—and eight youngsters, packed in like sardines on the floor between the cans, were pulled, one by one, from the truck.

Children's Reactions

Did the children like it? There were prizes for the smaller children. The Sisters gave out holy pictures, medals, rosaries, statues, crucifixes, badges, and scapulars, which, though incentives for attendance, acquainted them with religious articles and introduced such articles into the homes. At the close of the final session each child was given a souvenir picture, "Christ Teaching Little Children."

How the Work Spread

No one can spread news faster than children. The school became a popular resort. The word spread. "What a good time we're having! We learn about the love of God. We play games. We learn to sew. We read Bible stories. We have contests, and we do a

thousand different things." Envious eyes watched them go to school. They were made to feel important. One child was told jokingly the Sisters were to be taken home. "Over my dead body," she said throwing her arms around the Sister in defense.

Pastors Verdict

Every pastor who had a school asked to have one the next year. Other parish priests, after hearing of the results, have arranged for an increasing number each year.

Results

One community started a parish school because "the children wanted the Sisters back."

In one parish the children learned to sing the high Mass and the requiem and supplied the parish with a choir, which it did not have. Sodalties were established. A number of Protestants attended the exhibits and entertainments. A few sent their children to the schools. The school brought the Sisters in contact with people who had never seen a Sister before. The vacation schools have helped to show the country parishes the need of parish school to foster a living faith. Some parishes had missions instead of vacation schools; in one case the neighboring towns swelled the attendance to 450 children.

Weaknesses

The work is too young to remedy all the weaknesses of the plan. Some children cannot get to church or school because the distance is too great. The only approach to them is through correspondence during the winter. There is a dearth of trained catechists to carry on the work started by the Sisters. Although in most parishes the pastors are very faithful and zealous co-operators, a few have attempted to go to extremes by having the program entirely religious, with no outside activity. A few try to use the school to train their

first communicants. The general report of the Sisters was appreciation for the coöperation shown by both pastors and parents. The vacation-school movement serves only to open up the possibilities that the country parishes offer for further development and shows the need of Catholic action in rural social activity.

The following is a typical pastor's report of the work of a vacation school:

Vacation Schools

June 25 to July 26, 1929

Under the Auspices of the

Milwaukee Archdiocesan Council of Catholic Women

Church, Pastor, Town

Sisters in Charge

Boys, Girls, Total Women

Orders of Sisters

Religious Program

Confirmation Class

9:00 to 9:30—Study

9:30 to 10:00—Catechism

10:00 to 10:10—Recess for all

10:10 to 10:30—Bible History Instructions by Pastor

10:30 to 11:00—General Instructions on the Mass (Pastor)

11:00 to 12:00—Recess, Singing, and Rosary for all. Tuesdays and Thursdays from 10:30 to 11:30, Mission.

Communion Class

Study

Catechism

Confession Class

Catechism

Stories

Health Lesson

Drawing

Reaction Period

1. Baseball

3. Contests

2. Singing games

4. Other games

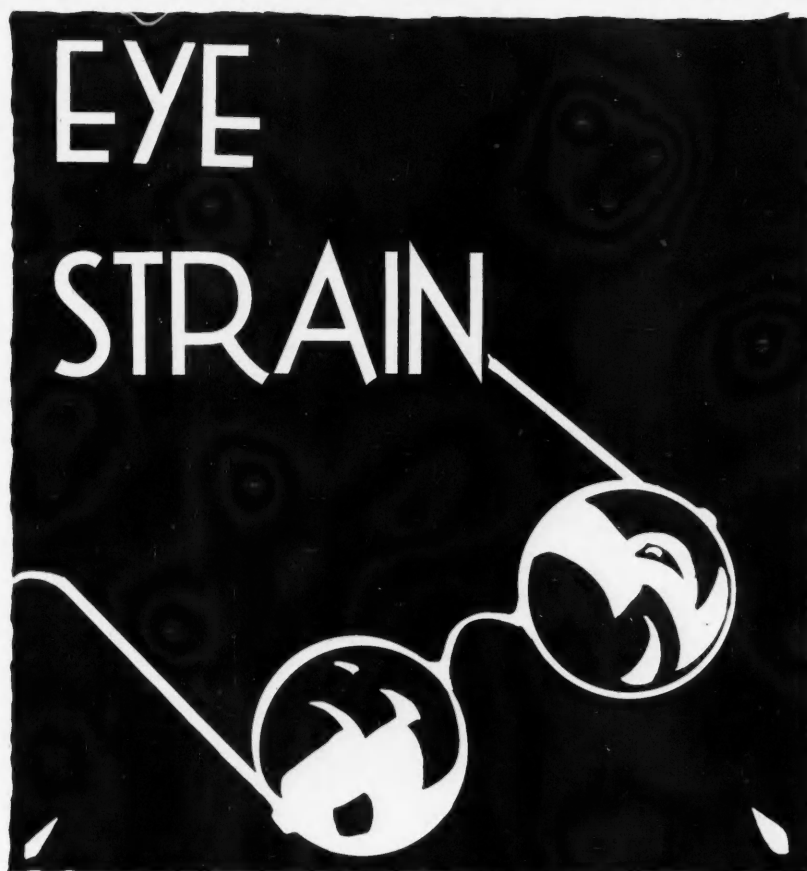
Prizes

Concluded on page 347



One of the Religious Vacation Schools in the Archdiocese of Milwaukee

POOR BLACKBOARDS CAUSE



NATURAL SLATE BLACKBOARD CO.

1150 Robinson Avenue
PEN ARGYL, PA.

Efficiency depends upon good eyes . . . In later years students will thank you for the consideration shown in insisting that only natural slate blackboards go into the school building . . .

A "Pyramid" natural slate blackboard can be easily read from any position in the room . . .

The soft velvet finish will not reflect light and there is no glare to make reading a difficulty . . . That's the reason why every modern school building is equipped with these boards . . .

Don't risk the eyes of student and teacher, but make sure every board is of slate . . . They are fireproof and wearproof . . . They will outlast the building . . . Write for samples of both the "Pyramid" board and its companion, the "Kencor" Cork Bulletin board . . . It will pay you.

PREVENT IT

Education Week

November 11-17

WITH characteristic foresight, the Church has seen in American Education Week a rare opportunity to rally the laity to a larger and more united effort in behalf of Catholic education; an occasion to dispel false notions held by some non-Catholics as to the reasons for the existence of a separate system of schools; and an opportune time to make known to the general public, the profound contribution the Catholic school is making to American life in training its charges for full and complete citizenship. In order that Catholic schools may continue to do their proportionate share in the observance of American Education Week, over 10,000 leaflets outlining a program are being distributed gratis to school officials by the department of education of the National Catholic Welfare Conference. This program, intended to promote sound discussion of the present needs and past achievements of Catholic education, should meet the most exacting requirements of our educational institutions.

American Education Week is to be held this year, November 11 to 17. Its observance has been marked each successive year since its inauguration by increased unanimity and increased effectiveness. It has won its way to recognition as a serviceable method of contributing to the preservation of our democratic institutions, through its ability to focus the minds of the people on the work of the schools, their needs, and their objectives. Since the best safeguard for democracy is education, it is well for the nation that this is so.

The whole-hearted cooperation between educational officials and civic and fraternal organizations cannot be urged too strongly; nor can we refrain from again asking that every effort be made to secure publicity in the Catholic and the secular press for any programs staged during the week. The CATHOLIC SCHOOL JOURNAL would appreciate any copies of programs or newspaper clippings telling of the activities carried out in the schools where National Education Week was observed.

Program

An education that unites intellectual, moral, and religious elements, is the best training for citizenship. It includes a training for citizenship. It includes a sense of responsibility, a respect for authority, and a consideration for the rights of others, which are the necessary foundations of civic virtue — more necessary where, as in a democracy, the citizen, enjoying a larger freedom, has a greater obligation to govern himself. We are convinced that, as religion and morality are

essential to right living and to the public welfare, both should be included in the work of education.—Bishops' Pastoral Letter.

This program is particularly adapted to the needs of Catholic schools in their observance of *American Education Week*. The prime purpose is to focus the minds of the people on the work of the schools, their needs, and their objectives. The program will appeal strongly to those in charge of our Catholic educational institutions, knowing that they have the hearty support of the department of education of the National Catholic Welfare Conference.

Patriotism Day, Nov. 11

Patriotism is love of country, and loyalty to its life and weal — love tender and strong, tender as the love of son for mother, strong as the pillars of death's loyalty generous and disinterested, shrinking from no sacrifice, seeking no reward, save country's honor and country's triumph.—Archbishop Ireland.

Slogan: Catholic Truth and True Patriotism Are in Full Accord

1. The patriotism of the Catholic school.
2. Proper respect for the flag.
3. Religious toleration — a precious heritage.
4. Citizenship — the highest and greatest gift of the nation.

References: Civics Catechism, Catechism of Catholic Education, chap. V; Bishops' Pastoral Letter, p. 63; The United States Manual, F. A. Owen Publishing Company, Dansville, New York; The Catholic Mind, Vols. XXII, No. 12, XXIII, No. 1, XXIV, No. 13.

Religious-Teacher Day, Nov. 12

I name our teaching Brotherhoods and Sisterhoods. To them, in the name of Catholic education, I bow in reverence and gratitude. Sublime their life in which we behold the magnificent flowering of divine life imbedded in the deep fiber of the Church by Christ, her founder.—Archbishop Ireland.

Slogan: He Alone Lives Truly Who Lives for God

1. More vocations for our Brotherhoods and Sisterhoods.
2. Dignity of the teacher's calling.
3. What constitutes a vacation to the religious life?
4. Improvement of teachers in service.

References: A Catechism of Catholic Education, N.C.W.C., chaps. X and XI; Bishops' Pastoral Letter, Continued on page 338

THE OVERWHELMING CHOICE



Singer Machines in use in Murphy High School, Mobile, Ala.



With a Singer Electric, they learn to love sewing as well as how to sew

In Schools and Colleges ... as in the Home

It is easy to understand why in high schools, private schools, normal schools and colleges, Singer sewing machines are used almost exclusively for classroom instruction. The preference is based on sound reasons.

1. School training is a preparation for practical home life. Most homes are equipped with a Singer. Thus the student is trained on the machine she is most likely to use as a young woman, as a wife and mother.
2. Singer sewing machines are recognized the world over as the standard of perfection in design, in quality, in ease and simplicity of operation.
3. They have stood the test of practical use under all conditions and circumstances for 78 years—far longer than any other make.
4. They are sturdily built to stand hard usage by "beginners."
5. Singer provides a free educational service to schools and colleges.
6. Singer maintains in every city a shop where prompt and satisfactory service is always available—repairs, parts, needles, oil, belts, instruction, everything necessary to keep machines in perfect running order.
7. Singer renders to schools without charge a periodical inspection and adjustment service.
8. Special discounts are made to schools on all Singer models.

(Singer sewing machines are used almost exclusively in schools throughout the world)

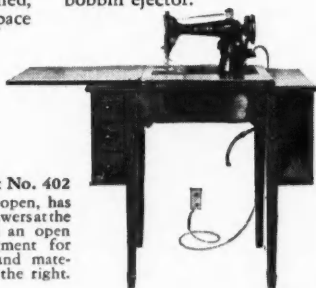
The SINGER "STUDENT Model"

[ILLUSTRATED BELOW]

A modern electric sewing machine especially designed for classroom use, with these desirable features:

Special legs of any desired height—Choice of built-in or attached motor—Individual Singelight—Adjustable knee control—Cover, when opened, provides extra table space—Safety lock on cover when closed—Machine, when closed, becomes flat-topped table—Choice of rotary or oscillating sew-

ing mechanism—Large capacity, horizontal round bobbin—Upper and lower tensions easily regulated—Automatic bobbin ejector.



Cabinet No. 402 Shown open, has three drawers at the left and an open compartment for books and materials at the right.

SINGER SEWING MACHINE CO.

EDUCATIONAL DEPARTMENT ~ SINGER BUILDING ~ NEW YORK CITY



Where it is desirable to combine the chemistry laboratory and the lecture room, or chemistry, physics, and biology laboratories and lecture room, Sheldon Multi-Service Tables with Adjusto-Posture seating meet the requirements especially well.

Students may sit down or rise quickly and noiselessly. Adjusto-Posture Chairs may be swung around the end of table out of the way in an instant when the student desires to stand and work. Drawers and cupboards are readily accessible whether the pupil is standing or sitting.

Write for literature

E. H. Sheldon & Company, Muskegon, Michigan

Laboratory Furniture Specialists for 30 Years

Continued from page 336

p. 71; Christian Schools and Scholars, Drane, Benziger Brothers, New York; What Shall I Be?, Cassilly, America Press, New York; Our Nuns, Lord, Benziger Brothers, New York; Why a Catholic College Education?, N.C.W.C., p. 31; Why Have We Been Neglecting Our Teaching Brothers?, Xaverian Brothers, Mt. St. Joseph's College, Baltimore, Md.; The Catholic Teacher's Companion, Kirsch, Benziger Brothers, N. Y.

Parish-School Day, Nov. 13

Without religion there can be no moral education worthy of the name, or of any good, for the very nature and force of duty comes from those special duties which bind man to God, Who commands, forbids, and determines what is good and evil.—Pope Leo XIII.

Slogan: A Catholic Education Prepares One Not Only to Succeed Here, But Also Hereafter

1. The parish school's contribution to American life.
2. How Catholics support two school systems.
3. Religious education and the parish school.
4. Catholic parent-teacher associations.

References: Official Attitude of Catholic Church on Education, N.C.W.C.; Catholic Encyclopedia, Universal Knowledge Foundation, New York; The Parish School, Dunne, Macmillan Company, New York; The Contribution of Catholic Education to American Life;

Parent-Teacher Associations in Catholic Schools, N.C.W.C.

High-School and College Day, Nov. 14

God has given us a heart to be framed to virtue, as well as a hand to be enlightened. By secular education we improve the mind; by religious training we direct the heart.—Cardinal Gibbons.

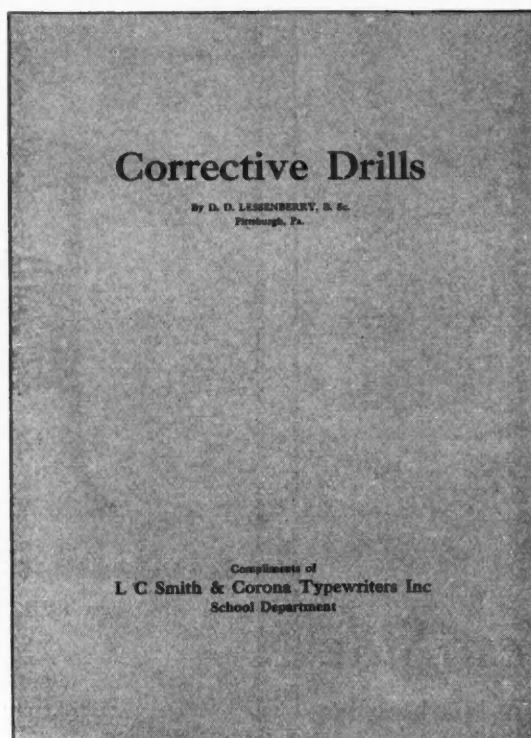
Slogan: The Catholic School Teaches That Man Has Duties Toward His Fellow Man, His Country, and His God

References: A Catechism of Catholic Education, chaps. II, III, IV, V, VI, XI, and XII; Why a Catholic College Education? Entire text, N.C.W.C.; Official Catholic Year Book, pp. 413-423, Kenedy, New York; Scientific Research and Religion, Commonweal, March 20, 1929; Research in Catholic Schools, America, May 18, 1929; Meeting the Shortage of Graduate Students, N.C.W.C. Bulletin, September 1929; Rapid Development of Catholic High Schools in Past Decade; Contribution of Catholic Education to American Life, N.C.W.C.

Home and School Day, Nov. 15

Our Catholic young people are the hope of the Church. They are the seed from which the Church must spring.—Pope Benedict XV.

Concluded on page 341



Why L C Smith & Corona School Service is Endorsed by Teachers

AN important feature of L C Smith & Corona Award Tests for Typing during the past three years has been the special drills prepared by D. D. Lessenberry and published on the back of the tests.

We have sent a complimentary copy of these drills in booklet form to the teachers giving in-

struction on L C Smith typewriters as our first teaching aid this school year.

This booklet, "Corrective Drills," is not intended as a typewriter text, but as a supplement to whatever text may be used. In presenting these drills in booklet form we hope they will continue to serve the needs of teachers and pupils.

L C Smith & Corona Typewriters Inc
School Department, Syracuse, N. Y.



Licensed under Patents
of October 23, 1923,
March 25, 1924

"Junglegym" Trade Mark
Registered United States
Patent Office

East Side— West Side

Wherever the Junglegym has been installed it has proven to be a favorite with the children.

Meeting as it does their natural instinct to climb and play in groups, expert play leaders and physical educators have given it their universal approval.

Its use in the playground keeps the children safe and happy and out of mischief.

The No. 2 model pictured above, capable of handling 75 children at once, is the popular size for playgrounds.

Each, \$250

A corner will do to set this Junglegym Junior up in



Just a smaller edition of its big brother, but built for the kiddies from 3 to 8.

Steel frame.....\$125
Wood frame.....\$50

A. G. Spalding & Bros.

Playground Department

Chicopee

Mass.



COLUMBIA INDESTRUCTO STEEL DESK

Over 100,000 Sold During 1928

Nos. 1 & 2 — \$4.95

Nos. 3 & 4 — 4.60

Nos. 5 & 6 — 4.35

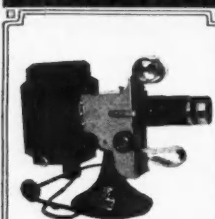
Drawers Extra. Send for Catalogue

Tablet Arm Chairs.....\$3.75

Teacher's Chairs.....2.85

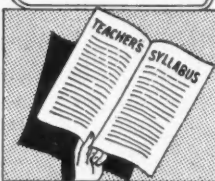
COLUMBIA SCHOOL SUPPLY CO.
Indianapolis, Ind.

PICTUROL in the Classrooms of the Nation



Wherever used ... this economical Method brings greater pupil progress ... greater teaching success!

Picturol is becoming standard equipment in the classrooms of the nation. Educators endorse it. Modern teachers use it. For it brings you teaching success. Helps shoulder your daily responsibilities. Makes each lesson presentation varied, live, interesting. Awakens enthusiasm in your pupils. . . holds the attention and insures lasting impressions. You as a teacher should put this simple projector to work for you. It operates from any electric-light current or battery. A wide variety of still pictures is available to you, projected singly or serially from non-inflammable film. A helpful teaching syllabus comes with every film to make the presentation easy for you . . . and worth while to your pupils. For your own success . . . for the progress of your pupils find out about Picturol and what it can mean to you and your teaching ambitions. Send the coupon for all the facts and list of films.



S. V. E. SOCIETY FOR VISUAL EDUCATION INC.

Manufacturers, Producers and Distributors of Visual Aids
327 S. La Salle St. Dept. I. Chicago, Ill.

MAIL THE COUPON

SOCIETY FOR VISUAL EDUCATION, INC.
Dept. I., 327 La Salle St., Chicago.

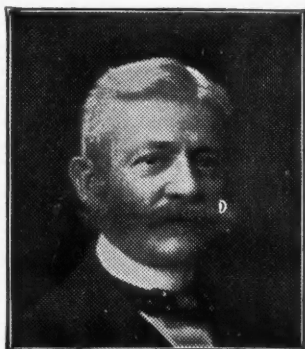
GENTLEMEN: Please send me full details of your special offer on Standard S. V. E. Picturol Projector with selected Picturols.

☐ Check here for Catalog of school film motion-picture subjects.

Name.....

Address.....

Position.....



Constant Handling of School Books during the next Nine Months results in the breaking down of the bindings --- edges and corners of the books

The Remedy for over 60 Years---

HOLDEN BOOK COVERS for Outside Protection
HOLDEN REPAIR KITS for Inside Protection

A Combination hard to beat

Used in Thousands of Parochial Schoolrooms
Samples Free

HOLDEN PATENT BOOK COVER CO.

Miles C. Holden, President

Springfield, Massachusetts

Concluded from page 338

Slogan: The Destiny of the State is Fostered Within the Circle of Family Life

References: Parent-Teacher Associations in Catholic Schools, N.C.W.C. Bulletin, April, 1929; Christian Motherhood and Education, Van der Donckt, Pustet, New York; Official Attitude of the Catholic Church on Education, N.C.W.C.; The Catholic Mind, Vol. XXVII, No. 14, Vol. XXIII, No. 17, Preschool Education in Three Countries, The Catholic Educational Review, Sept., 1928.

Constitution Day, Nov. 16

To maintain inviolate the rights of the states to order and control under the Constitution their own affairs by their own judgment exclusively, is essential for the preservation of that balance of power on which our institutions rest.—Abraham Lincoln.

Slogan: America's Friends Loyal Guard the Constitution

1. The framers of the Constitution.
2. John Marshall, expounder of the Constitution.
3. The power of constitutional amendment.
4. Let government begin at home.

References: The Citizen and the Constitution, O'Brien, Universal Knowledge Foundation, New York; Civics Catechism, N.C.W.C.; Private Schools and State Laws, pp. 179-187, 279-293, N.C.W.C.; The Constitu-

tion of the United States, Beck, Doran, New York; The Life of John Marshall, Beveridge, Houghton Mifflin, New York; current issues of America, America Press, New York.

For God and Country, Catholic Education Day, Nov. 17

Our doctrine of equality and liberty of humanity and charity, comes from our belief in the fatherhood of God. The whole foundation of enlightened civilization, in government, in society, and in business, rests on religion. Unless our people are thoroughly instructed in its great truths, they are not fitted either to understand our institutions or provide them with adequate support.—Calvin Coolidge.

Slogan: Every Catholic Child in a Catholic School

1. Mandates of the Church on attendance at Catholic schools.
2. Parental rights in the education of children.
3. What constitutes true education?
4. The right of private schools to exist.

References: A Catechism of Catholic Education, chaps. III, IV, VIII, and IX; Official Attitude of the Catholic Church on Education; The Contribution of Catholic Education to American Life, N.C.W.C.; The Official Catholic Year Book, pp. 408-412, Kenedy, New York; An Epitome of School Law, America, September 7, 1929.

PLANNING A COURSE OF STUDY IN HOME ECONOMICS

Courses in home economics should find a place in the high-school curriculum because these courses came into existence in response to the demands of life. The Educational Press Bulletin gives the suggestion reproduced herewith for the organization of a course in home economics. Years ago all of the homemaking training was acquired in the home, but the complexity of modern life has changed things. At present, pupils are in school a major part of their time and they have school duties assigned for much of their out-of-school time. Hence, there is less opportunity for mothers to train their daughters in homemaking. At the same time, certain skills, information, abilities, and appreciations are more easily acquired in youth than at any later period of life. Moreover the girl is now living in the kind of home which is conducive to the sharing of duties and the appreciation of social responsibilities existing both within and without the home. These considerations should guide the teacher in drawing up the course in homemaking.

In planning courses of study in home economics, it is well to follow the accepted procedure of educators of today, that is:

1. Determining guiding principles.
2. Determining objectives.
3. Selecting the units or phases of the subject to be taught.
4. Determining the learning activities.
5. Formulating reviews.
6. Devising tests.

Inasmuch as the controlling aim for vocational home economics is to train for intelligent, efficient homemaking, the guiding principles for the work should include:

- a) Respect for the job of homemaking.
- b) A keener interest in the home.
- c) Habits of right living.
- d) Skill in ordinary household operations.
- e) Ideals of good American family life.

In determining the objectives, select the abilities and characteristics that should be developed by the girl in her year's work. After these abilities and characteristics have been listed, the units or phases of home economics which will develop these abilities and characteristics should be chosen. Selecting the units to be taught and determining the learning activities presents many problems to the teacher entering a new position. Both the directed and undirected experiences of the girls must be considered.

It is well to plan the first unit of work in detail and while this is being taught, learn something of the past experiences and training of the students. Securing an inventory of the abilities of the class and learning which objectives the girls have already mastered will eliminate some learning activities for some of the students. This means that individual, small group, or committee work will have to be planned for in some of the

units in order that the needs of the students may be met.

Learning activities should be based on existing home conditions of the students and exercises should be planned for real home jobs and duties which are found in the homes of the community. This means that there will have to be provided problems, exercises, projects, readings, observations, experiments, home practices, home projects, trips, opportunities for developing skills, etc. These activities and experiences should then be arranged in their proper sequence in terms of class hours and out-of-school hours, because educational experience must take place where they can be normal.

Reviews and tests should form a very definite part of the course of study. No ability, skill, aptitude, or habit can be developed or fixed unless it is given a sufficient amount of practice. Accordingly certain fundamental elements, principles, or processes have to be repeated from time to time. These repetitions of course should be presented differently. Students should be tested either at the end of a unit or phase or at other suitable intervals to learn if the objectives set up for his particular piece of instruction have been mastered.

The Syllabus of Home Economics for the High Schools of Illinois, which is published at the University of Illinois, will furnish suggestions regarding subject matter, objectives, learning activities, references, and illustrative material for the various units presented in the Syllabus. The teachers who prepared the report and those who helped in furnishing the material offered in this Syllabus were agreed that each teacher of home economics must be responsible for the course of study used in her classes, and that the units of instruction presented definitely meet the needs of her students and the community in which she is working.



A DEPARTMENT OF EDUCATION

The most recent attempt to establish a Department of Education is in connection with the bills now before Congress known as S. 1586, introduced in the Senate, September 4, by Senator Capper, and H.R. 10, introduced in the House, April 15, by Mr. Robison of Kentucky.

The bill provides for a Department of Public Education under a Secretary of Education (Cabinet member) whose salary would be \$15,000 per year. An assistant Secretary of Education would also be appointed by the President at a salary of \$7,500 per year.

Section 7 of the bill puts upon the Department the duty of collecting statistics and facts pertaining to various educational activities, and Section 8 orders the Department to make this information available to "educational officers in the several states, and to other persons interested in education."

Section 9 provides an appropriation of \$1,500,000 for the work of the Department during its first year.

Section 10 would create "a National Council on Education to consult and advise with the Secretary of Education," this council to consist of the several state superintendents of education and other state chief educational authorities . . . and one member from each of the United States possessions.

From Oregon to Massachusetts PEERVENT UNITS



UNION HIGH SCHOOL MILWAUKEE, ORE. - 16 PEERVENT UNITS

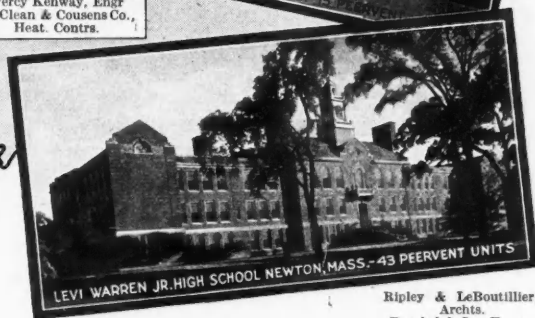
F. M. Stokes, Archt.
Hastorf-Lord Co.,
Heat. Contrs.



Charles R. Greco, Archt.
Percy Kenway, Engr
McClean & Cousens Co.,
Heat. Contrs.



Bennes & Herzog
Archts.
Hastorf-Lord Co.,
Heat. Contrs.



LEVI WARREN JR. HIGH SCHOOL NEWTON, MASS. - 43 PEERVENT UNITS

Ripley & LeBoutillier,
Archts.
Buerkel & Co., Engrs.
James S. Cassidy,

PREFERRED in school, public and semi-public buildings and department stores, from Coast to Coast, not because PeerVent is the oldest unit but because PeerVent Heating and Ventilating Units are more efficient, less expensive and far superior to the central fan system.

Each classroom is independently ventilated although it is possible to control all from a central point. This provides service for each room at a cost proportioned to the useful work done.

PeerVent thoroughly ventilates without drafts, is absolutely quiet in operation, has no complicated mechanism, eliminates ducts and saves space.

PeerVent Units installed eighteen years ago are still in use and still working efficiently. The improved PeerVent Unit of today is backed by forty years of specialized experience in heating and ventilating.

A book has been prepared for you, fully describing the PeerVent Heating and Ventilating Units. You can get your copy for the asking.



Peerless Unit Ventilation Co., Inc.

Pioneers in Unit Ventilation

Bridgeport, Conn.

Selling agents in principal cities from Coast to Coast

PEERVENT

Heating and Ventilating Units

There Is No Substitute For Suction Cleaning



MODERN school directors are agreed upon one vital truth: a healthy child has a right to a healthy school room.

Dust and dirt—always dangerous to health—must be removed and destroyed—not merely glossed over—to make a school room healthy. Good suction cleaning does this, taking every particle of dust and filthy dirt from floors; accumulations from chalk trays, on window sills, on shelves; and at the same time it freshens and aerates their surfaces.

Super Service Cleaners, designed primarily for schools, have been adopted widely by churches, theaters, institutions, hotels, clubs and many of our largest buildings.

In many places one Super Service alone is properly cleaning the church and school and rectory.

They are both powerful and portable. They follow the operator without conscious effort. Women use them and do like them.

That there is such a cleaner—intermediate in size—has been a revelation to many school directors. They have found it a wonderful time and money saver, with results far beyond their expectations.

Super Service Cleaners are in a different class from the ordinary household type. They have much greater power and are built for heavier duty. They are effective beyond the built-in plants because their power is applied within a few feet of the floor tool, and their cost is far below them.

The best way to learn the value of a Super Service Cleaner—what it saves you in time and money—is to ask for a free trial. We shall be glad to arrange it.

The National Super Service Co.
818 Lafayette St. Toledo, Ohio

RESPONSIVE READING FOR ARMISTICE SUNDAY BASED ON PRESIDENT HOOVER'S INAUGURAL ADDRESS¹

(From Armistice Sunday Service prepared by Dr. L. L. Wirt, Western Secretary of the National Council for Prevention of War, 205 Sheldon Building, San Francisco, Calif. Printed copies of the service can be obtained at this address at \$1.25 per hundred.)

M. The United States fully accepts the profound truth that our own progress, prosperity, and peace are interlocked with the progress, prosperity, and peace of all humanity.

P. The whole world is at peace. The dangers to a continuation of this peace today are largely the fear and suspicion which still haunt the world.

M. Those who have a true understanding of America know that we have no desire for territorial expansion, for economic or other domination of other peoples.

P. Such purposes are repugnant to our ideals of human freedom.

M. Superficial observers seem to find no destiny for our abounding increase in population, in wealth, and power except that of imperialism.

P. They fail to see that the bounds of our nation and race find their true expression in a real brotherhood of man.

M. We not only desire peace with the world, but to see peace maintained throughout the world.

P. We wish to advance the reign of justice and reason toward the extinction of force.

M. The recent Treaty for the Renunciation of War as an instrument of national policy sets an advanced standard in our conception of the relations of nations.

P. Its acceptance should pave the way to *Greater Limitations of Armament, the offer of which we sincerely extend to the world.*

M. The Permanent Court of International Justice is peculiarly identified with American ideals and with American statesmanship.

P. The way should, and I believe will, be found by which we may take our proper place in a movement so fundamental to the progress of peace.

M. It is impossible, my countrymen, to speak of peace without profound emotion.

P. In thousands of homes in America, in millions of homes around the world, there are vacant chairs.

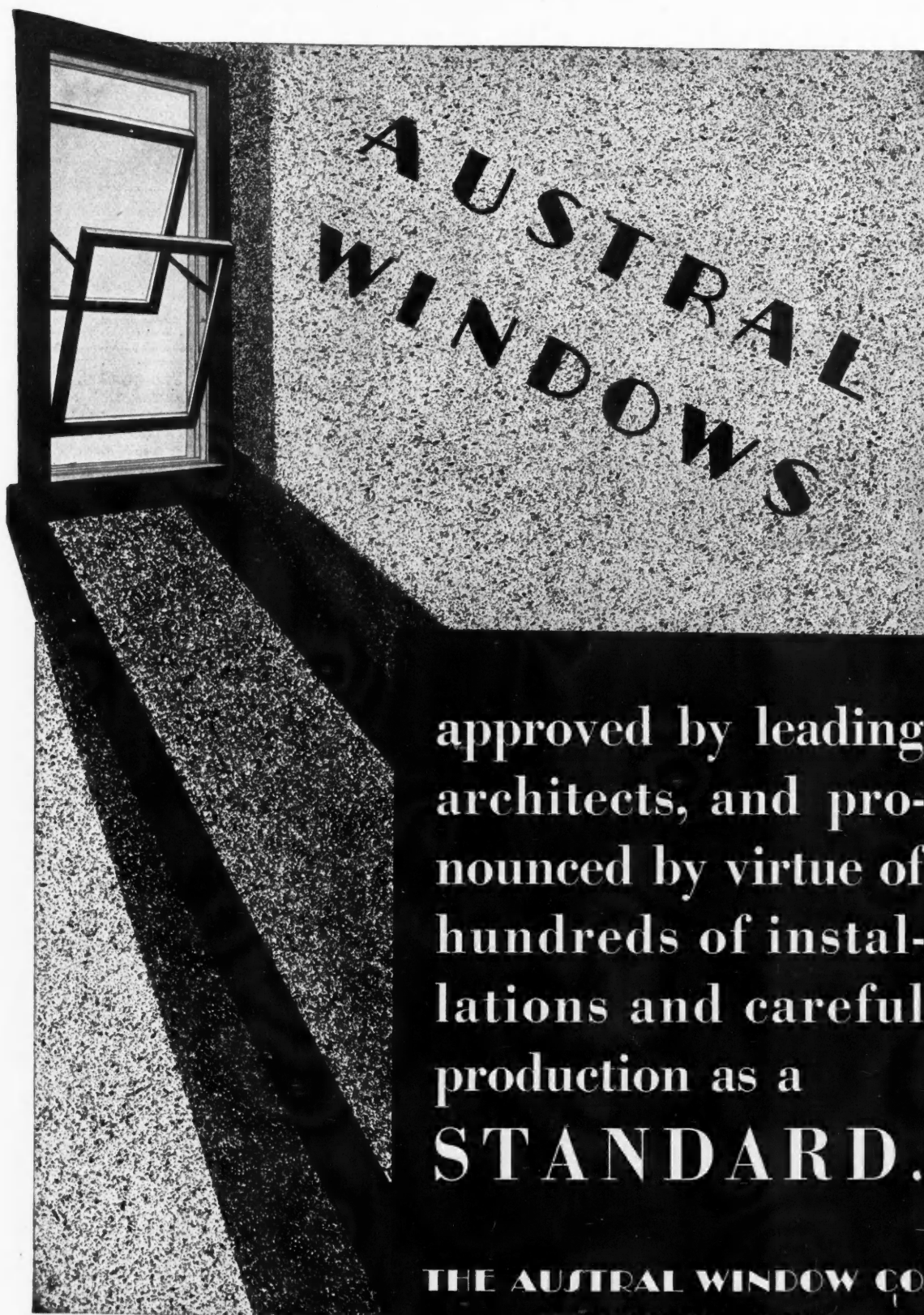
M. It would be a shameful confession of our unworthiness if it should develop that we have abandoned the hope for which all these men died.

ALL: Surely civilization is old enough, surely mankind is mature enough so that *we ought in our own lifetime to find a way to permanent peace.*

¹Copies of this responsive reading may be obtained from the National Council for Prevention of War, 532 Seventeenth Street, N.W., Washington, D. C.

Junior High School

St. Joseph's Catholic School at St. Joseph, Mich., has added a ninth grade to her educational department.



**AUSTRAL
WINDOWS**

approved by leading
architects, and pro-
nounced by virtue of
hundreds of instal-
lations and careful
production as a
STANDARD.

THE AUSTRAL WINDOW CO.
101 PARK AVE., N. Y.

Oiling—out of date Mopping—too slow Hand Scrubbing— too costly

FINNELL—JUST RIGHT

scrubs, waxes and polishes

OLD methods are constantly being dropped in favor of the new; and schools should lead in this movement—whether in teaching methods or floor cleaning methods. To oil floors is unsatisfactory, insanitary, as well as out of date; to mop them requires a great deal of time and leaves the floor streaky and partly cleaned; to have them scrubbed by hand is very expensive.

FINNELL Electric Scrubber Polisher is the modern method of floor maintenance. It's speedy. It's economical. It's quiet. It is an all-purpose machine—scrubs, waxes and polishes, and can be used on any kind of floor. When scrubbing, clean water is supplied for every square inch of floor space—every bit of dirt is chased out, even from tiny cracks and crevices. In waxing, it rubs the wax in thoroughly—leaves no sticky surfaces.

The FINNELL gets floors far cleaner than is ever possible with hand methods and does the work in much less time. Reports from hundreds of schools show that the FINNELL actually pays for itself in labor saved, often in less than a year.

The FINNELL can be used to advantage throughout the whole school building—in the gymnasium, locker room, cafeteria, corridors, class rooms, underneath the chairs and desks.



8 models
priced from
\$87.50
Up

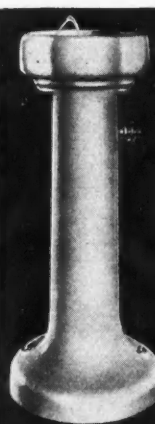
There are eight FINNELL Models—a size to meet your needs exactly. A FINNELL engineer will be glad to make a survey and recommend the model you should have. For information write

FINNELL SYSTEM, Inc., 1111 East Street, Elkhart, Indiana. District offices in principal cities.

FINNELL

ELECTRIC FLOOR MACHINE

It Scrubs - - It Waxes - - It Polishes



Automatic stream control—a practical, patented, exclusive Halsey Taylor feature—stream always uniform in height regardless of pressure variation . . . two-stream projector acts as a further assurance of a sanitary drinking stream!

Why Not Choose the Best?

Considering the fact that their many patented features can be had without sacrifice of beauty, design or economy, there is no reason why you should select any but the most hygienic and least troublesome fountains—HALSEY TAYLOR!

The Halsey W. Taylor Co., Warren, O.

HALSEY TAYLOR

Drinking Fountains

American PLAYGROUND DEVICE COMPANY ANDERSON, INDIANA, U. S. A.

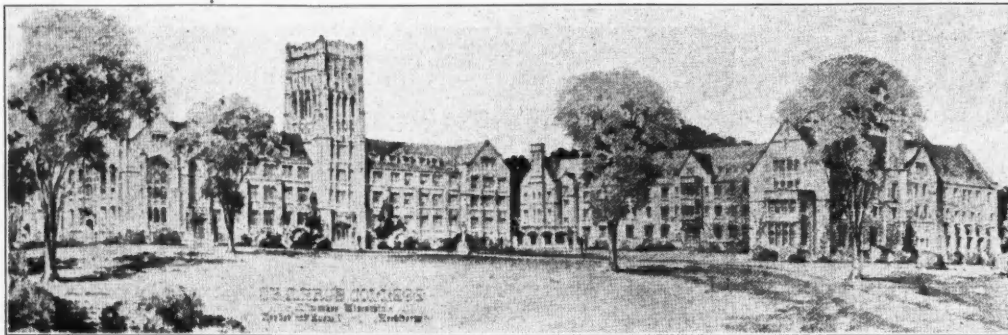
Gentlemen: Please send copy of your latest catalog of playground equipment.

.....
Name

.....
Street

.....
City

.....
State



MOUNT MARY COLLEGE, MILWAUKEE, WIS. Johnson System installed.

TEMPERATURE AND HUMIDITY CONTROL

THIS important problem has been solved in the following new buildings for which contracts have been made for the JOHNSON SYSTEM:

Our Lady of Angels School, Albany, N. Y.
St. Matthew's School, Allouez, Wis.
St. John's School, Antigo, Wis.
Holy Trinity School, Bloomington, Ill.
John Baptist Catholic High, Bangor, Maine
St. Mary's School, Burlington, Wis.
St. Mary's School, Clinton, Iowa
Immaculate Conception School, Cedar Rapids, Iowa
St. Casimir's School, Chicago, Ill.
St. Joseph's School, Cudahy, Wis.
St. David's Addition, Detroit, Mich.
St. Joseph's School, Fond du Lac, Wis.
St. Mary's Springs Academy, Fond du Lac, Wis.
St. Ann's School, Francis Creek, Wis.

Mount Mary College, Milwaukee, Wis.
Columbus Club, Green Bay, Wis.
St. Peter & Paul School, Green Bay, Wis.
St. Thomas School, Kenosha, Wis.
St. Casimir's School, Kenosha, Wis.
St. James' School, Kenosha, Wis.
Holy Rosary, Kewaunee, Wis.
St. Bridget's School, Louisville, Ky.
Sacred Heart High School, Madison, Wis.
St. Mary's School, Manitowoc, Wis.
St. Peter & Paul School, Mankato, Minn.
St. Andrew's School, Manitowoc, Wis.
St. Joseph's School, Marinette, Wis.
St. Alexander's School, Milwaukee, Wis.

St. Barbara's School, Milwaukee, Wis.
St. Elizabeth's School, Milwaukee, Wis.
St. Gerard's School, Milwaukee, Wis.
St. Mary Magdalene School, Milwaukee, Wis.
St. Michael's School, Milwaukee, Wis.
St. Rose's School, Milwaukee, Wis.
Marquette University High, Milwaukee, Wis.
Sisters of Mercy High, Milwaukee, Wis.
St. Stanislaus School, Milwaukee, Wis.
Holy Angels High School, Milwaukee, Wis.
School for Deaf, Fathers, Madison, Wis.
High School, Sisters of Providence, Norwood, Ohio
St. Catherine's School, Racine, Wis.
St. Edward's School, Racine, Wis.

The fuel saving alone of 15 to 35 per cent with Johnson Heat Control pays for its installation the first few years, and remains an economy factor ever after

Milwaukee JOHNSON SERVICE COMPANY, Wisconsin

Authorities agree that the maintaining of proper temperature conditions in the school

(Branch Offices in all Large Cities)

room is the important essential of a heating and ventilating system.

Religious Vacation Schools

Concluded from page 334

Prizes were given on Mondays for perfect attendance the previous week. Some were offered for little contests, talks, stories, etc.

Transportation of Children

Neighbors helped each other. Some drove cars; some walked; some begged a ride.

Means Used for Securing Attendance

Prizes for small children.

Visits to some parents.

Maintenance and Offering to the Sisters

Sisters stayed at St. Patrick's Convent. Parish paid traveling expenses and offering of \$5 to each Sister each week.

Additional Remarks on Work

Range of ages: Boys, 4 to 17.

Girls, 4 to 15.

As a project, we organized a Sodality for the high-school girls.

General Report

We are very much pleased with the cooperation shown by the people of ————. We are also pleased with having a convent to live in. We could not have been better cared for.

Suggestions for Improving the Work

More dependable and steady assistants.

The success of the vacation schools in the Milwaukee

archdiocese represents substantially what was accomplished in the 70 other dioceses which fostered religious vacation schools this year.

Seven hundred schools provided for 50,000 children. There is every indication that the organization's objective of 1,000 schools in 100 dioceses will be realized was the pronouncement of Rev. Edwin V. O'Hara, director of the Rural Life Bureau of the National Catholic Welfare Conference.

The diocese of Los Angeles reported 80 schools, the largest number for the season; and Dubuque was second with 75. Through the help of the Board of Home Missions, the Rural Life Bureau was able to organize schools in the southern and western missionary districts where they enrolled 5,800 children under 300 teachers. When Sisters were not available for teaching, seminarists joined the ranks; over 100 seminarists enrolled.

Another development in this field during the past season was the opening of religious vacation schools for Catholic children attending public schools in the larger cities, such as Sacramento, San Francisco, Omaha, Chicago, and Pittsburgh. Each of these schools had an enrollment of more than 300 children.—H. H.



STRICTLY COLLEGIATE

St. Mary's College at Winona, Minn., is strictly collegiate this year. The high-school department which has existed for sixteen years, has been discontinued.

Will it Stay Closed?



"Yes!" If it's a Miller Wardrobe

For the Miller wardrobe works under the multiple operation . . . single control system. The master door operates all the other doors.

Wardrobe doors open out into the schoolroom and therefore the teacher or monitor who manages storage and reclaiming of wraps cannot fail to notice that the doors are standing open.

As a result the Miller Wardrobe is always closed . . . locked . . . secure against petty pilfering . . . and an active means of obtaining perfect ventilation for the classroom. The Miller Wardrobe can be obtained with or without blackboard equipment. Just write for catalog W-7 which explains the Miller Wardrobe in detail. We can fill your needs in either new or old buildings. Write for further information.

119-123 West 8th St.

K-M SUPPLY CO.

KANSAS CITY, MO.

DIocese CONDUCTING EXPERIMENTAL SCHOOL

The schools of the diocese of Wichita are for this year concentrating on reading of literature in the grades. The year's program comprises: Two standardized tests in reading to all the pupils of the diocese, supervision by diocesan supervisors with special attention to reading, a reading circle among the Sisters teaching in the 65 elementary schools of the diocese, the preparation of a course of study in reading and literature, the selection of a suitable set of Catholic readers, and the designation of required equipment and supplementary reading material.

An effective diocesan program of supervision of the elementary schools has just been put into operation. Two Sisters from those communities having the largest number of schools in the diocese are devoting full time to supervision under the direction of the diocesan superintendent of schools, and the salary of these Sisters is paid by the diocese.

CATHOLIC ARCHITECT WINS AWARD

The Beaux Arts Bureau of Design gave Joseph Dennis Murphy first prize for the best design by an American. The subject of Mr. Murphy's design was his idealistic conception of the development of western civilization and culture. "On the face of a great stone shaft he carved the sculptured figure of a pioneer, overlooking a plain, a lagoon, and a distant city beyond. Flanking the shaft are massive pylons depicting the Indian race. The approach to the monument is between a series of modernized totem poles on which are carved historical epochs in the story of the West." Mr. Murphy graduated from Rockhurst College, a Jesuit institution, and is now a junior at the Massachusetts Institute of Technology.

EVERY CATHOLIC CHILD IN A CATHOLIC SCHOOL

Among the many children who entered our parochial schools in September, 1929, one little girl of seven came to receive her first and last lesson. On the opening day of school she became acquainted with the picture of the Infant Jesus on the Misericordia Chart, and after listening attentively to the story of the Christ Child's life told by the Sister teacher, she learned to read the word "Jesus" which she had heard for the first time. This beautiful new word made a lasting impression on her youthful mind soon destined to see her Redeemer face to face. It was constantly on her lips during the days in the hospital while awaiting the Angel of Death, and even when unconscious her repeated murmurings were—*Jesus*—the new word she had learned during her first and only day at school. May we not conclude that the place for every Catholic child is in a Catholic school where the holy name of Jesus is the first lesson taught?

The incident referred to occurred in Saint Anne's parochial school, San Antonio, Texas, and the teacher is a Sister of Charity of the Incarnate Word.

FOR THE LOVE OF GOD

The spirit of man must be very willing to offer its services freely in building a parish school. At Maple Grove, Mich., in St. Michael's parish, the pastor from his pulpit every Sunday reads off the names of workers for each day of the week. Nothing more is said. Every man reports for the day or hires a substitute. The men start at seven. One day they forgot about lunch and supper—at a quarter after eleven there were still 42 men on the job. And it takes fervor to carry on for a stretch of 500 days.

**Firmly smooth,
and soft!
that's
"PRESTITE"**

A NEW idea of the value of pressed crayons in School work is sure to follow a trial of "Prestite."

Offer to Teachers . . . Write us for free color kit No. 64-J, giving name and address of your School.

School Bureau
JOSEPH DIXON CRUCIBLE COMPANY
Jersey City, N. J.

*Foremost
In Quality*

School Art Materials
General School Supplies
Kindergarten Helps
Practical Drawing Books
Practical Writing Course

Write for  Catalogue

Practical Drawing Company
1316 So Michigan Blvd. Chicago, Ill.



**Convent
Comfort
Shoes**

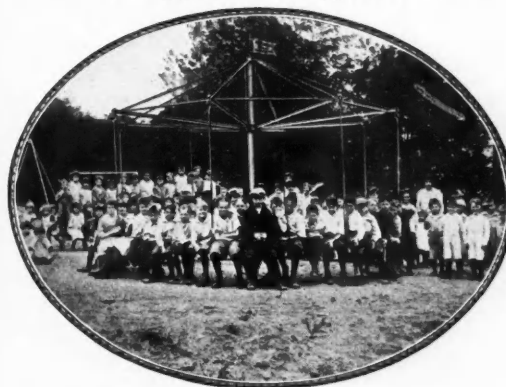
SCHOENECKER specializes in Comfort Arch Shoes for Sisters only: of advantage, then, is their exclusive style, last, quality and service particularly required by Sisters.

Convents, schools and hospitals purchase Schoenecker Comfort Shoes direct from the factory, thereby saving considerable in price.

Write us for sample shoes, returnable at our expense; or ask for descriptive literature which gives you detailed advantages of Convent Comfort Shoes by Schoenecker.

A. J. Schoenecker Shoe Co.
1030 Twenty-Seventh St.
Milwaukee, Wisconsin

MITCHELL
BETTER BUILT
Playground Apparatus



The photograph above illustrates the No. 500 Merry Whirl at St. Joseph's Orphanage, Grand Rapids, Mich. Note the large number of children that can be accommodated on the whirl.

Start to prepare your playground now.

WRITE FOR CATALOG AND PRICES

MITCHELL MFG. CO.
1707 Forest Home Ave. Milwaukee, Wis.

Clark-Otis-Hatton Modern-School Arithmetic

Decided unanimously in favor of this series — A Michigan Superintendent

A series for grades three to six perfected by wide experimental use and embodying those characteristics of successful teaching that tests and experience have shown to be most effective. The books are interesting to pupils and eminently teachable.

Send for complete information

World Book Company

Yonkers-on-Hudson, New York 2126 Prairie Avenue, Chicago



Every Motion A Revelation
Teach by the up-to-date Methods.
Save time, the Children Understand.
Thousands in use.
Circular giving complete description on request.

Sensors
Revolutions
Equinoxes
Moon Phases
Solstices

Trippensee Planetarium Co., Saginaw, Mich.

97% Less Disease Germs!

Let us explain this modern sanitary and efficient method of floor cleaning

Special Offer

Write for our special limited offer. Our method eliminates all sweeping compound and floor oil, 90% of the usual dusting and destroys all germ life in the dust on your floors.

**Milwaukee
Dustless Brush Co.**
102 - 22nd Street
MILWAUKEE, WIS.



COSTUMES

for ALL PLAYS

We furnish Costumes, Wigs, etc., for all Plays and Operas.

Get estimate

The Wm. Beck & Sons Co.
ESTABLISHED 1858
Theatrical Costumers

1113 Vine St. Cincinnati, Ohio



Biology Physics Chemistry

BIOLOGY: Dissection specimens and instruments. Microscopes, accessories, prepared slides. Apparatus, chemicals, reagents. Life Histories.

CHEMISTRY: Standard quality chemicals. Laboratory glassware and porcelain. Demonstration and laboratory apparatus.

PHYSICS: Laboratory and demonstration apparatus for Mechanics, Heat, Light, Sound and Electricity.

"Specialist Service" in teaching each of these sciences at your disposal.

Satisfactory Materials. Prompt Service. Reasonable Prices.

Price lists upon request

Biological Supply Company

1176 Mount Hope Avenue Rochester, New York

VELOUR CURTAINS & CYCLORAMAS STAGE SCENERY

The Wm. Beck & Sons Co.

ESTABLISHED 1858

2108-2112 Highland Ave.

Cincinnati, Ohio



A Replacement Well Without an Equal

The U. S. Inkwell takes care of replacements more quickly, and costs less than any other school desk inkwell that is made. It is noiseless — it is dust-proof, and the student cannot tinker with it or spill ink easily. We will supply your school direct from factory or you can get the U. S. Inkwell from any school supply jobber. Write today for free samples of the two sizes, Senior and Junior.



U. S. INKWELL COMPANY 410 S. W. 9th St.
Des Moines, Iowa

CLASSIFIED WANTS

FOR SALE

Practically new DeVry Motion Picture Projector. Equipped with special lens and lamp to project 100 feet. Cost \$275. Will sell for \$140. Rev. A. P. Kraus, 118 West Main St., Waupun, Wisconsin.

BACK NUMBERS

We will pay 25¢ for copies of the CATHOLIC SCHOOL JOURNAL for May and September, 1915—September, 1920—January and March, 1921—December, 1922—January, March, April, May, September and October, 1923—June, 1924—January, February and April, 1925—April, 1927. These issues are wanted promptly. Write to Subscription Department, CATHOLIC SCHOOL JOURNAL, if you can supply any of them.

BOOKS

ELEMENTARY FREE-HAND DRAWING, by Earl W. Brownjohn, contains twenty-four plates that teach the fundamentals of perspective drawing. Objects to be drawn are interesting examples of well-designed articles familiar to any student. Carefully prepared instructions accompany the plates. Skill in observation and a good drawing foundation are assured any class following this course. Price, 68 cents. The Bruce Publishing Co., Milwaukee, Wis.

The MARKET PLACE

THE NEW WIDE AWAKE READERS

By CLARA MURRAY
Copiously illustrated throughout

The first three books have all pictures in color. Colored pictures appear also in all the other books in the series.

Four essentials have been carefully observed:

Child Interest
Careful and Even Grading
Abundance of Reading Matter
Non-Duplication of Material

Whether or not you knew the Old Wide Awake Readers you ought to become acquainted with the New Wide Awake Readers.

THE NEW WIDE AWAKE JUNIOR.
65 cents; PRIMER, 65 cents; FIRST READER, 70 cents; SECOND READER, 70 cents; THIRD READER, 75 cents; FOURTH READER, 85 cents.

LITTLE, BROWN & CO.

34 Beacon Street, Boston
221 East Twentieth Street, Chicago



Complete Your Education

by Correspondence. High School, College and Professional Courses. Home Study Bulletin FREE. Teachers' Professional College, Washington, D. C.

PLAYS

For Catholic Stages

Selected plays for all seasons and occasions, from School Opening to Graduation Day, Modern, Historical and Religious.

Also selected Motion Pictures, Stage Equipments, Costumes, and whatever you need for your stage.

Many favorable privileges are granted to schools and societies which are affiliated with the Catholic Dramatic Guild. "No Royalties over ten dollars for even the best plays."

Publishers of "Practical Stage Work," the only illustrated Catholic Dramatic Monthly Magazine. Subscription—only \$1.50 per year.

Address:

CATHOLIC DRAMATIC MOVEMENT
610-612 Michigan St.
MILWAUKEE — WISCONSIN

Milwaukee Consolidated Music Co.

Successor to
ROHLFING SONS MUSIC CO.
NAU & SCHMIDT MUSIC CO.

Everything in Music and Musical Merchandise
126 E. Wells Street MILWAUKEE

— Mail orders given special attention —

PLAYS!

PLAYS!

We have the newest and most attractive, as well as the largest assortment of plays in the world. Send for our new free list.

SAMUEL FRENCH

Oldest play publishers in the world

25 West 45th St., NEW YORK CITY

Paine's Poster Projects

FOR ALL GRADES. DRAWN BY ETNA CORBETT GARSON.

Each set contains 12 sheets, 6 x 9 inches. Printed on good quality of white drawing paper. Detailed instructions for coloring accompany each set.

PRICE, 20 CENTS PER SET; \$1.50 PER DOZEN SETS. POSTPAID

Around the World Series



AMERICAN INDIAN. Birch Canoe, Wigwams, Deer, Indian Squaw, Rug Weaver, Indian and Pony, Papoose, Indian Girl and two others.

PILGRIMS. Mayflower, Fort, Going to Church, Cradle, Fireplace, Boy with Turkey and four others.

ESKIMOS. Eskimo Girl with Doll, Seals, Polar Bear, Eskimo House, Woman with Baby, Boy Feeding Dog, Boy Fishing and five others.

DUTCH. Boy and Geese, Flower Girl, Dutch House, Street Scene, Farmhouse, Peasant Woman and six others.

Boy with Milk Wagon, Girl with Doll, Windmill and six others.

JAPANESE. Girl Carrying Baby, Flower Girl, Woman at Tea-table, Jirikisha, Cherry Tree and seven others.

SWISS. Herding Goats, Girl with Pets, Skiing, Street Scene, Farmhouse, Peasant Woman and six others.

ITALIAN. Courtyard, Girl with Donkey, Gondola, Peasant Girl, Milk Wagons, Boats of Venice and six others.

IRISH. Thatched Cottage, Fruit Stand, Hanging out the Linens, Kitchen Scene, Washing the Dog and seven others.

SCOTCH. Village Street, Girl and Donkey, Boy, Cottage, Bagpipe Player, Typical Scotchman and seven others.

CHINESE. Boy Flying Kite, Girl with Umbrella, Artist at Work, Girl Musician, Children and seven others.

ARABIAN. Arab and Horse, Woman and Child, Coffee Shop, Oasis, Camel, Tent in Desert, Beggar Girl, Arabian Woman and four others.

Send for Complete Catalogue of Sewwork Material, School Supplies, Entertainments and Plays
ALL ORDERS FILLED DAY RECEIVED

Paine Publishing Co.

42 East First St.,

Dayton, Ohio

STAGE SCENERY

Universal Scenic Studio

(Incorporated)

378-380 FIFTH STREET
MILWAUKEE

LITERARY ASSISTANCE

Orations, Essays, Addresses, etc., prepared to order, any subject, \$3.00 per thousand words. Outlines \$1.00 each. Debate outlines affirmative or negative \$1.00, both \$2.00; complete discussions \$3.00 per thousand words. Special research \$5.00.

JOHN H. ARNOLD, Cedar Falls, Ia.

NEW BANNER CATALOG

of "World's Best Plays" FREE

Three-Act Plays — One-Act Plays — Pageants — Operettas — Stunts — Minstrels — Monologues — Drills — Special Day Entertainments — Technique Books

BANNER PLAY BUREAU, INC.
111 Ellis St., San Francisco, Calif.

PLAYS

Speakers, Dialogues and Entertainments. Address Dept. F.
Catalogue free on request

AMES PUB. CO., Clyde, O.

Year-Round Series

FRUITS AND VEGETABLES. Grapes, Banana, Apple, Pear, Cherries, Plum, Basket of Fruit, Carrot, Squash, Ear of Corn, Radishes, Basket of Vegetables.

BIRDS AND FLOWERS. Geranium, Daffodil, Tulips, Bluebird, Red Bird, Robin and six others.

DOMESTIC ANIMALS AND FOWLS. Cat, Horse, Cow, Pig, Puppies, Sheep, Goat, Rabbit, Goose, Hen, Rooster, Turkey.

WILD FLOWERS. Jack-in-the-Pulpit, Dandelion, Bittersweet, Black-eyed Susan, Violets, Sweet William and six others.

SAFETY FIRST. The "Safety First" idea is carried out as applied to children in relation to safety in play and work.

DAYS WE CELEBRATE. Hallowe'en, Thanksgiving, Christmas, Valentine Day, Easter and Patriotic Holidays.

WAY TO HEALTH. Boys and girls in these drawings are shown busily engaged in the important business of "keeping fit."

SPORTS OF CHILDHOOD. Rolling Hoops, Tug of War, Stilt Walking, Baseball, Swinging, Jumping Rope and six others.

MANY MODES OF TRAVEL. Eskimo Sled, Camel, Prairie Schooner, Gondola, Canoe, Dog Cart, Elephant and five others.

STORY LAND. Puss in Boots, Jack and Jill, Boy Blue, Bo Peep, Mistress Mary, Mother Goose and six others.

LANDSCAPES AND STILL LIFE. Lighthouse, Sailboat, Farmhouse, Hills and Dales, Bowl of Roses, Japanese Tea Set and six others.



Academy of Our Lady

95th and Throop Sts., Chicago, Ill.

Accredited Boarding and Day School for Girls

Conducted by the School Sisters of Notre Dame College and Normal Preparatory, Domestic Science, Music, Art
Address Sister Secretary



Story and Study Readers

Withers - Skinner - Gecks

Adopted for basal
use by the States of
Indiana, Alabama,
and North Carolina

JOHNSON PUBLISHING CO.

RICHMOND ATLANTA DALLAS
NEW YORK CHICAGO

The MARKET PLACE

SCIENTIFIC DAYLIGHTING

proper shading equipment
is possible only with

Draper Adjustable Window Shades
are designed to admit the maximum
of light without permitting glare.



Write for complete catalog
The Luther O. Draper Shade Co.
Spiceland, Indiana

Industrial Pictures

Enable every
one to visual-
ize the various
steps in these
important indus-
tries.

Every school,
library and
home where
there are chil-
dren, will find
the entire col-
lection of real
assistance and
interest.



<input type="checkbox"/> Cement	20 pictures for 50¢
<input type="checkbox"/> Coal	12 " " 25¢
<input type="checkbox"/> Coffee	15 " " 40¢
<input type="checkbox"/> Copper	24 " " 60¢
<input type="checkbox"/> Cotton	16 " " 35¢
<input type="checkbox"/> Granite	8 " " 20¢
<input type="checkbox"/> Linen,	
with history	20 " " 55¢
<input type="checkbox"/> Lumbering	12 " " 25¢
<input type="checkbox"/> Marble	8 " " 20¢
<input type="checkbox"/> Paper	20 " " 50¢
<input type="checkbox"/> Rubber	12 " " 25¢
<input type="checkbox"/> Silk	14 " " 35¢
<input type="checkbox"/> Steel, available soon	
<input type="checkbox"/> Sugar	15 " " 40¢
<input type="checkbox"/> Wool	15 " " 40¢

At the bottom of each picture is a brief interest-
ing description.

These are fine, clear photographs taken at great
expense under the personal direction of Mr.
Joseph H. Dodson.

Printed on heavy paper, to wear a long time.
Some sets are 6 x 8", others 6 x 9".

Tear Out This Ad

X the sets you want, fill in the coupon
and mail today.

FREE—Dodson's valuable Reference-Index
which lists almost 1,000 pictures
on Birds, Animals, Plants, Trees, Flowers, Insects,
Fruits, Fish, and Minerals.

JOSEPH H. DODSON, INC.
205 Harrison St., Kankakee, Ill.

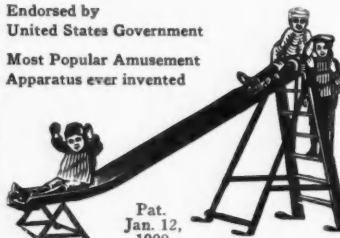
- ☐ Send Picture Series checked above.
Enclosed find \$..... in payment.
☐ Send your Valuable Reference-Index,
which I understand is free.

Name.....

Address.....

Endorsed by
United States Government

Most Popular Amusement
Apparatus ever invented



Pat.
Jan. 12,
1909

Playground Apparatus

We carry a complete line of playground ap-
paratus especially adapted for school use.

Hundreds of schools throughout the United
States have their playground equipped with
Tothill slides, teeter-totter, giant strides, etc.
Our playground apparatus is durable, strong
and safe, and every piece leaving our factory
is guaranteed.

Write today for our catalog on Playground
Apparatus.

W. S. TOTHILL

1805 Webster Ave., CHICAGO, ILL., Est. 1875

For Holiday Entertainment
Start a

SONG-O-PHONE BAND Now
No Study—No Practice—Play AT ONCE
Extensively used by Educators throughout the
country for children's bands. SONG-O-PHONES
have won hearty approval, because of combining



548 Wythe Ave.

educational qualities with amuse-
ment, in accordance with the most
modern principles of teaching.
They are practical for Kinder-
garten children or High School
Boys and Girls. Will help mono-
tones to sing. SONG-O-PHONES
are easy to play. Simply by
humming, fine orchestral effects
can be produced.

Send for catalog and make your
selection. 20 different band in-
struments to choose from. In-
expensive—70¢ to \$3.25 each.

THE SONOPHONE CO.
Dept. J Brooklyn, N. Y.

"OLD FAITHFUL"
SCHOOL ART MATERIALS
Blackboard Chalks, Paste, Ink, Pencils, "Milo" Modeling Material
"PRANG"
WATER COLORS AND CRAYONS
MADE BY
THE AMERICAN CRAYON COMPANY
CATHOLIC EDUCATIONAL DEPT.
SANDUSKY, OHIO

School Books

also College Books of all Publishers, new and used
at reduced prices. We can save you money on most
of the books you have to purchase and will accept in
part payment any text books you may wish to dispose
of if salable with us. Tell All Your Friends. There
is no School or College Book, or Reference Book pub-
lished that we cannot furnish. Send for "Our New
Bargain List"—Books for Elementary Schools and
School Libraries. Mention this advertisement.

BARNES & NOBLE, Inc., 76 Fifth Ave., N. Y. City

TYPEWRITERS

\$3.00 Down, \$5.00 per Month.

Invincible Rebuilt Typewriters. All
makes, fully guaranteed. See us before
buying. Low Rental Rates.

American Writing Machine Co.
Phone Grand 883 127 Second St.
Milwaukee, Wis.

For Teachers and Clergy

Waukesha

ROXO

Water, Ginger Ale

Waukesha Roxo Company

Telephone Broadway 5030

118 Jefferson St., Milwaukee, Wis.

PAYSON'S
INDELIBLE INK
FOR MARKING CLOTHES
Used the World Over for 100 years
all stores 30¢
or send
pre-
paid
57
HENSHAW AVE.
NORTHAMPTON, MASS.

YARNS pure wool worsted
for hand and ma-
chine knitting, also for Hooked Rugs
and Needlepoint. Orders sent C.O.D.

Postage paid. Free samples.

DEPT.
Concord Worsted Mills, 2-1 Concord, N. H.

THE MARCON-SLOPER
DUPLICATOR
You can make 100 copies
of your own hand or type-
written letters, notices, les-
sons, etc., in ten minutes,
quickly and easily. Print-
ing surface, 5x7, \$1.25;
6 1/2 x 10, \$2.25; 10 x 12 1/2,
\$4.00. Full directions, ink
and sponge complete. Re-
filling Composition, \$1.00
per pound. Also sent
C.O.D. Satisfaction guar-
anteed and ALL MAIL CHARGES PREPAID BY US.
"B" FISHER COMPANY, 339 E. 57th St., N. Y.

NEW SCIENCE CATALOGS---FREE

Biological Supply Catalog No. 40C and General Catalog No. 41C are now available.
Both have just been published and are the most complete in their respective fields. If
you teach physics, chemistry, or general science send for the 500-page free Catalog
No. 41C. If you teach biology, zoology, or botany send for the 192-page free Catalog
No. 40C. Both catalogs are profusely illustrated and articles listed are fully described.

CHICAGO APPARATUS COMPANY

1735 No. Ashland Ave.

Chicago, Illinois

The MARKET PLACE

HALF HOUR PLAYS

One for every child 10 cents each

The Boston Tea Party
The Bishop's Silver Candlesticks
Rip Van Winkle
Capt. John Smith and Pocahontas
Robin Hood
Christmas at the Manor Hall
Rumpelstiltskin, also
Parliamentary Law for Young People
(For club and class use)

10 cents each; special rates for 50 of any of these

AUDITORIUM PRESS

New Address:
Lake Lure, N. C.

LATIN GAMES

Latin Noun game—50¢ each.
Latin Verb game—5 different kinds—35¢ each.
Three Latin Sentence games, affording practice in the use of nouns, in the dative, accusative, nominative, ablative and locative cases—50¢ each; 3 for \$1.25. Write for descriptive circulars.

THE LATIN GAME CO.
118 N. Mead, Appleton, Wis.



Whee! I passed Both

Teacher and pupil will wear smiles if they use Warp's Review Books in preparing for examinations. By studying these past questions with answers examinations will have happy endings.

Warp's Review Books

contain actual questions, selected from past official examinations, with complete answers. They give pupils an idea of the kind of questions asked and the nature of answers required. Conveniently arranged and systematized. Save preparing test questions. Excellent for class drill, weekly tests and home assignment. Endorsed by educators and used in schools of all states.

ORDER FROM THIS LIST FOR 7th AND 8th GRADE EXAMINATIONS

-Agriculture	-Drawing	-Orthography
-Arithmetic	-Geography	-Penmanship
-Bookkeeping	-Grammar	-Physiology
-Civil Government	-U. S. History	-Reading
-Eng. Composition	-Mental Arithmetic	-Music

ORDER FROM THIS LIST FOR TEACHERS' EXAMINATIONS

-Agriculture	-Constitution	-Orthography
-Algebra	-Drawing	-Penmanship
-Arithmetic	-Geography	-Physical Geography
-Bookkeeping	-Grammar	-Physiology
-Botany	-History	-Reading
-Civil Gov't	-Literature	-Theory of Teaching
-Composition	-Music	

The books contain both questions and answers and are sent postpaid at 40¢ per copy. See quantity prices below:

SPECIAL CLUB RATES, POSTPAID

4 or more copies, 35¢ each. 12 or more, 33¢ each. 25 or more, 30¢ each. 50 or more, 28¢ each. 100 or more, 25¢ each.

10 Days' Free Trial

We are sure these books will please you—so sure that we will let you have them on trial. Just state the books you need and enclose your check. If at the end of 10 days you are not fully satisfied, you may return the books and we will gladly refund your money.

WARP PUBLISHING CO.
MINDEN, NEBR.

STAGE SCENERY

TIFFIN
Scenic Studios
TIFIN, OHIO

SEND FOR CATALOGUE

Standard Literary Selections
By Very Rev. John T. Nicholson, V. G.
There are selections from French, Italian and Spanish as well as the best from English and American literature. Liberal annotations, biographical notes and test questions. Especially suitable for higher grammar grades or Junior High. 496 pp. handsomely bound. \$1.35 including postage. 15% discount for class work.
Our Sunday Visitor, Huntington, Ind.



The Little Flower of Jesus

An inspiring slide portrayal of the life of this most glorious Saint. Rental charge of set, beautifully handcolored, with lecture \$2.50.

Write for catalog Catechism Slides

Victor Animatograph Co.
181 Wisco Bldg., Davenport, Iowa

Any Translation

We can supply Literal (75¢ each), Interlinear (\$2.00 each), Parallel Text (\$1.50 each), and Fully Fused Translations (\$2.00 each) of Caesar's Gallic War, Cicero's Orations, Virgil's Aeneid, also Translations of other Ancient and Modern Classics. We can also supply any Dictionary published, including the well known Students' French, German, Italian and Spanish two-part Dictionaries, at \$1.25; Noble's Large Type Spanish-English, English-Spanish Dictionary, at \$4.00 postpaid. Cash with order.

TRANSLATION PUB'G CO., 16 FIFTH AVE., N. Y. CITY

Plays for Catholic Schools

Mary Stuart and Her Friends	40¢
A Day With Peggy (One-Act Comedy for girls)	35¢
The Young Professor (One-Act Play for boys)	35¢
Children of Nazareth	35¢
St. Patrick's Medal	35¢
Mother's Birthday	35¢
Little Saint Teresa (of Spain)	35¢
Saint Teresa's Roses (the "Little Flower")	30¢
A Crown for the Queen of May	35¢
Katy Did (for girls and boys)	35¢
A Happy Mistake (for girls and boys)	35¢
That Millionaire's Daughter	35¢
The Arch of Success (for Graduation)	30¢
Their Class Motto (for Graduation)	35¢
A Day in June (Graduation Play for boys)	35¢
Plans for the Holidays	30¢
The Bandic's Son (Mission Play for boys, relating to the present troubles in China)	35¢
Pearls for the Missions (for girls)	30¢
The Last of the Vestals	40¢
Mary Magdalen	40¢
Three Gifts for the Divine Child (Christmas Play for Girls)	30¢

All plays payable in advance by money order. Bank checks will not be accepted unless accompanied by 15 cents to pay for exchange. No plays sent on approval or exchanged. Complete Catalogue, 3 cents.

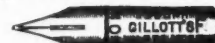
Address:

SISTER M. AGNES
1410 Mount Royal Boulevard,
Outremont, Montreal, Canada

JOSEPH GILLOTT'S STEEL PENS

The Standard Pens of the World

Gold Medals, Paris, 1878 and 1889.
Highest Award at Chicago, 1893.



Selected Numbers:

303, 404, 604 E. F., 601 E. F., 332, 1044, and Stub points 1008, 1043.

For Vertical Writing, 1045, 1046, and 1047.
ASK YOUR DEALER FOR THEM

Distributors:

ALFRED FIELD & CO., Inc.
93 Chambers St., New York

Manufacturing of
Fraternal and
Religious Jewelry,
Nurses' Badges.



Class Rings and Pins

FRED J. THELEMAN
Office and Factory

133 Second Street Milwaukee, Wis.

476 BIRD PICTURES



In
Beautiful
Colors—
EXACT
REPRO-
DUCTIONS
FROM
NATURE
SIZE 7" x 9"
SUITABLE
FOR
MOUNTING
OR
FRAMING

Every school, library and nature lover should have this set. Buy a few at a time and keep adding until you have the complete set.

JOSEPH H. DODSON, America's leading authority on bird life, offers you the finest and most complete collection of bird pictures in the world—some of them now extinct.

ONLY \$1.00

\$1.00 will bring you 33 Dodson-Mumford pictures (an extra-fine selection), also valuable Reference-Index described below. Use the coupon.

FREE—Dodson's valuable Reference-Index lists almost 1,000 pictures of Birds, Animals, Trees, Plants and Flowers, Insects, Fruits, Fish, Minerals and Industrial Studies. Send for a copy.

JOSEPH H. DODSON, Inc.
205 Harrison St., Kankakee, Ill.

☐ Please send me your 33 selected bird pictures. \$1.00 enclosed.

☐ Please send your Reference-Index concerning nearly 1,000 valuable pictures.

Name.....

Address.....

Christmas NAME PENCILS

**Catholic Teachers,
Here Is the Ideal Gift**

Last year Catholic Teachers from every State gave Pupils and Friends Xmas Name Pencils, with the recipient's name engraved in GOLD on each pencil. This year these teachers will re-order, and thousands of others will select this ideal gift for Christmas.

Nothing you can give can be so PERSONAL to each of your pupils. SUPERFINE pencils, in fine Holly Boxes make gifts that are practical, appreciated and inexpensive. Picture the delight of your pupils at receiving such a PERSONAL gift from you this CHRISTMAS.

SUPERFINE Pencils are hexagon shaped, our highest grade 5-cent quality. Polished brass tip with Red Para rubber erasers.

15¢
A BOX

**Pupils' Name Engraved
In Gold On Each Pencil**

Packed in fine Holly Christmas Boxes, extra heavy material, with covering of poinsettia and holly leaves and berries lithographed in natural colors. Made in nine colors. Color assortment in each box, when no color is specified. Picture the delight of your pupils, and friends, with such an individual gift!

Order Early!

Write names plainly on one side of paper only. Write YOUR name and address plainly. Enclose money order, check or currency—we pay postage.

In ordering Christmas Name Pencils, it is well to order a few EXTRA boxes for pupils who may enter your classes before Christmas. These may have the School Name on them, 3 to the box, at the prices above. Combine your order with other teachers and we can assure you the best of service.

All Pencils are standard 7½-inch length

**HOLLY BOX OF 3 PENCILS, 25c.
10 BOXES OR MORE, 15c A BOX.**

**HOLLY BOX OF 6 PENCILS, 35c.
10 BOXES OR MORE, 25c A BOX.**

**HOLLY BOX OF 12 PENCILS, 50c.
10 OR MORE BOXES, 45c A BOX.**

DAYTON PENCIL CO.
DEPT. CJ11 DAYTON, OHIO

REFERENCES—The City National Bank.
Dayton: Dun's Mercantile Agency, New York:
Christian Publishing Association, Dayton.

NOW READY!

an original method of art
instruction for the grades

The Junior Color Tablet by H. Francis James

Provides a clever arrangement whereby the actual process of mixing colors is brought to children in a most interesting and convincing way. Teaches all the fundamental ideas of color: hue, chroma, intensity, values, color harmonies, etc., and gives children an appreciation and understanding of the beauties of color.

Price, 35 cents

You will want to introduce this unique method in your art classes. Write for a copy on 10 days' approval. Address Dept. C.S.J.11.

The Bruce Publishing Company
354-364 Milwaukee St., Milwaukee, Wis.
New York, N. Y. Chicago, Ill.

Hotel Atlantic Chicago

450 Rooms
\$200 Up

Cafe
of
National
Reputation



ROESSLER & TEICH, Props.
Clark near Jackson Blvd.

DIRECTORY of EQUIPMENT and SUPPLIES

The firms listed below include the leading and most reliable manufacturers and dealers in the country. None other can secure a place in this directory. Purchases from these firms can be made with a positive assurance of satisfaction.

ART MATERIALS

American Crayon Company
Practical Drawing Company

AUDITORIUM SEATING

National School Equipment Co.

BAND INSTRUMENTS

Sonophone Co., The

BEVERAGES

Waukesha Roxo Company

BIOLOGICAL SUPPLIES

Biological Supply Company
Chicago Apparatus Company

BLACKBOARDS—Manufactured

Weber Costello Company

BLACKBOARDS—Slate

Keenan Structural Slate Company
Natural Slate Blackboard Co.

BOOK CASES

Remington-Rand Business
Service, Inc.

BOOK COVERS

Holden Patent Book Cover Co.
Iroquois Publishing Co.

BOOKKEEPING MACHINES

Remington-Rand Business
Service, Inc.

BOOK PUBLISHERS

American Book Company
Banner Play Bureau, Inc.
Barnes & Noble, Inc.
Benziger Brothers
Bruce Publishing Company
Ginn and Company
Gregg Publishing Co.
Heath & Co., D. C.
Henry Holt and Company, Inc.
Johnson Publishing Co.
Laidlaw Brothers
Lippincott Company, J. B.
Little, Brown & Co.
Macmillan Company, The
McKnight & McKnight
McVey, John Jos.
Merriam Co., G. & C.
Miller Literary Agency
Owen Publishing Co., F. A.
Paine Publishing Company
Palmer Co., A. N.
Scott, Foresman & Co.
Translation Publishing Co.
University of Chicago Press
Warp Publishing Company
Winston Company, John C.
World Book Company
Young Catholic Messenger, The

BRUSHES

Milwaukee Dustless Brush Co.

BULLETIN BOARDS

Keenan Structural Slate Co.
Weber Costello Company

CHARTS

Weber Costello Company

CHEMISTRY SUPPLIES

Biological Supply Company
Chicago Apparatus Company

CLASS RINGS AND PINS

Theleman, Fred J.

CLASSROOM FILMS

Eastman Teaching Films, Inc.
Pathe Exchange, Inc.

CLOTH BLACKBOARDS

Weber Costello Company

CRAYON COMPASSES

Weber Costello Company

CRAYON TROUGHS

Weber Costello Company

CRAYONS

American Crayon Co.
Bradley Co., Milton
Weber Costello Company

DOMESTIC SCIENCE EQUIP.

Sheldon & Co., E. H.

DRAFTING DEPARTMENT**FURNITURE**

Bradley Co., Milton
Sheldon & Co., E. H.

DRAWING BOOKS

Nelson Drawing Book Co.
Practical Drawing Company

DRESSES—UNIFORMS

Gross & Co., H.

DRINKING FOUNTAINS

Rundle-Spence Mfg. Co.
Taylor Co., The Halsey W.

ERASERS

Weber Costello Company

ERASER CLEANERS

Weber Costello Company

FILING SYSTEMS

Remington-Rand Business
Service, Inc.

FINANCIAL

National Exchange Bank

FLOOR SCRUBBING**MACHINES**

Finnell System, Inc.

FURNITURE

Columbia School Supply Co.
National School Equipment Co.
Remington-Rand Business
Service, Inc.
Sheldon & Co., E. H.

GAMES

Latin Game Co., The

GLOBES

Weber Costello Company

HEATING & VENTILATING**SYSTEMS**

Johnson Service Co.
Nelson Corp., Herman
Peerless Unit Ventilation Co.,
Inc.

HOTELS

Hotel Atlantic

INKS

Payson's Indelible Ink Co.

INKWELLS

U. S. Inkwell Company

JANITORS' SUPPLIES

Milwaukee Dustless Brush Co.

KINDERGARTEN SUPPLIES

Bradley Co., Milton
Practical Drawing Company

LABORATORY EQUIPMENT

Knott Apparatus Co., L. E.

LABORATORY FURNITURE

Columbia School Supply Co.
Sheldon & Co., E. H.

LIBRARY FURNITURE

Remington-Rand Business
Service, Inc.

LITERARY ASSISTANCE

Arnold, John H.
Miller Literary Agency

MAPS

Weber Costello Company

MANUAL TRAINING**BENCHES**

Columbia School Supply Co.

MODELING CLAY

Bradley Co., Milton

MOTION PICTURES

Pathe Exchange, Inc.

MOTION PICTURE**MACHINES**

Eastman Teaching Films, Inc.

MUSIC AND MUSICAL**MERCHANDISE**

Milwaukee Consolidated Music
Co.

PASTE

Bradley Co., Milton

PENCILS

Dayton Pencil Company
Dixon Crucible Co., Joseph
Osborne Specialty Co., The

PENS

Esterbrook Pen Company
Field & Co., Inc., Alfred

PHYSICS SUPPLIES

Biological Supply Company
Chicago Apparatus Company

PICTURES

Dodson, Inc., Joseph H.

PLANETARIUMS

Trippensee Planetarium Co., Inc.

PLAYGROUND APPARATUS

American Playground Device Co.
Mitchell Mfg. Co.
Spalding & Bros., A. G.
Tothill, W. S.

PLAYS

Agnes, Sister M.
Ames Publishing Co.
Auditorium Press
Banner Play Bureau, Inc.
Catholic Dramatic Movement, The
French, Samuel

PLUMBING FIXTURES

Rundle-Spence Mfg. Company
Taylor Company, Halsey W.

POINTERS

Weber Costello Company

PROJECTION MACHINES

Eastman Teaching Films, Inc.

RADIOS

Radio-Victor Corp. of America

RECORD SYSTEMS

Remington-Rand Business
Service, Inc.

RULERS

Seneca Falls Rule & Block Co.

SCHOOLS

Academy of Our Lady
Teachers' Professional College

SCREENS—PICTURE

Eastman Teaching Films, Inc.

SEWING MACHINES

Singer Sewing Machine Co., Inc.

SHOES

Schoencker Shoe Co.

SLATED CLOTH

Weber Costello Company

STAFF LINERS

Weber Costello Company

STAGE EQUIPMENT AND**SCENERY**

Beck & Sons Co., Wm.
Tiffin Scenic Studios
Universal Scenic Studio, Inc.

STEREOPTICONS

Society for Visual Education
Victor Animatograph Co.

TABLES

Remington-Rand Business
Service, Inc.

TALKING MACHINES

Radio-Victor Corp. of America

TEMPERATURE REGULATOR

Johnson Service Company

TYPEWRITERS

American Writing Machine Co.
Smith & Corona Typewriters Inc.,
L. C.

Remington-Rand Business
Service, Inc.

Underwood Typewriter Company

VACUUM CLEANERS

National Super Service Company

WARDROBES

K-M Supply Co.

WATER COLORS

American Crayon Co.
Bradley Co., Milton

WAX CRAYONS

American Crayon Company
Bradley Co., Milton

WINDOWS—Adjustable

Austral Window Company

WINDOW SHADES—Adjustable

Draper Shade Co., The Luther O.

YARN

Hodgson & Sons, Inc., Thomas

REFERENCE INDEX TO ADVERTISERS

Academy of Our Lady.....	351	McVey, John Jos.	296
Agnes, Sister Mary.....	353	Macmillan Company, The.....	297
American Book Company.....	295	Market Place, The.....	351, 352 & 353
American Crayon Company.....	352	Milwaukee Consolidated Music Company.....	351
American Playground Device Co.....	346	Milwaukee Dustless Brush Co.....	350
American Writing Machine Co.....	352	Mitchell Mfg. Company.....	349
Ames Publishing Co.....	351	National School Equipment Co.....	393
Arnold, John, H.	351	National Super Service Co., The.....	344
Auditorium Press.....	353	Natural Slate Blackboard Co.....	335
Austral Window Company.....	345	Nelson Corp., Herman.....	4th Cover
Banner Play Bureau, Inc.	351	Our Sunday Visitor.....	353
Barnes & Noble, Inc.	352	Paine Publishing Co.....	351
Beck & Sons Co., Wm.	350	Palmer Co., The A. N.	294
Biological Supply Co.....	350	Payson's Indelible Ink Co.....	352
Bradley Company, Milton.....	2nd Cover	Peerless Unit Ventilation Co.....	343
Bruce Publishing Company.....	354 & 356	Practical Drawing Co.....	349
Catholic Dramatic Movement.....	351	Remington Rand Business Service, Inc.....	3rd Cover
Chicago Apparatus Company.....	352	Schoencker Shoe Co., A. J.	349
Classified Wants.....	350	Scott, Foresman & Co.....	295
Columbia School Supply Co.....	340	Sheldon & Company, E. H.	338
Concord Worsted Mills.....	352	Singer Sewing Machine Co.....	337
Dayton Pencil Co.....	354	Smith & Corona Typewriters Inc., L. C.....	339
Dixon Crucible Co., Joseph.....	349	Society for Visual Education.....	340
Dodson, Inc., Joseph H.	352 & 353	Sonophone Co., The.....	352
Draper Shade Co., Luther O.	352	Spalding & Bros., A. G.	340
Field & Company, Alfred.....	353	Taylor Company, Halsey W.	346
Finnell System, Inc., The.....	346	Teachers' Professional College.....	351
Fisher Company, S.....	352	Theleman, Fred J.....	353
French, Samuel.....	294	Tiffin Scenic Studios.....	353
Ginn and Company.....	294	Tothill, W. S.....	352
Holden Patent Book Cover Co.....	341	Translation Publishing Co.....	353
Holt and Co., Henry.....	297	Trippensee Planetarium Co., Inc.....	350
Hotel Atlantic.....	354	Underwood Typewriter Co.....	298
Johnson Publishing Co.....	351	U. S. Inkwell Company.....	350
Johnson Service Co.....	347	Universal Scenic Studio.....	351
K-M Supply Co.....	348	Victor Animatograph Co.....	353
Knott Apparatus Co., L. E.	300	Warp Publishing Company.....	353
Laidlaw Brothers.....	294	Waukesha Roxo Company.....	352
Latin Game Co., The.....	353	World Book Company.....	350
Lippincott Company, J. B.	351	Young Catholic Messenger, The.....	296
Little, Brown and Company.....	351		
McKnight & McKnight.....	295		

For teachers who never have had the opportunity to study biology—

a series of informal lectures that will give them an understanding of fundamental biological theories and principles and their significance to everyday problems in the classroom —

Backgrounds of Biology

By John Giesen, Sc. D., and Thomas L. Malumphy, B. A.

just the book for the Catholic school teacher who wants to know something about biology without delving into profound and difficult reference books.

It discusses the cell, its origin and importance to all living organisms; it explains osmosis, metabolism, stimulus, reproduction, and much related material; it presents the facts and theory of environment, heredity, diseases, evolution and other biological topics. It provides an explanation of all those facts, principles, and hypotheses of biology that are of vital interest to mankind.

Cloth, 278 pages. Price, \$2.50

All the Sisters in your school should read this important book. Send for a copy on approval. Write Dept. C. S. J. 11.

The Bruce Publishing Company

354-364 Milwaukee St.

Milwaukee, Wis.

New York, N. Y.
342 Madison Ave.

Chicago, Ill.
66 E. South Water St.